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ABSTRACT

A study (1) identified curricular areas administrators of vocational education considered helpful in strengthening managerial and administrative skills and (2) solicited response to special service areas considered helpful in expanding the delivery of postsecondary vocational education to the structurally unemployed and undereducated. From a literature search, study of university leadership training programs, and examination of competency-based materials for administrators, nine factors were identified as necessary in administrator education and four factors--service areas--for educational services improvement in large urban areas. Factors relating to administrator education were then expanded into graduate courses and those relating to service areas into possible program offerings and services. A survey instrument incorporating these factors was developed to collect responses (priority ratings) from 164 administrators in urban institutions (established approximately 20 years ago) with minimum enrollments of 5,000. Results indicated administrator concern regarding the need for added skills in the area of budget preparation and fiscal management; endorsement of special counseling programs and recruiting efforts to reach target groups; a need for special fiscal allocations to provide groups with auxiliary services; and endorsement of the program of structured and relevant training at the graduate level to provide core training for key administrators of vocational education. (YLB)

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A PILOT STUDY: PRIORITIES IN ADMINISTRATIVE NEEDS AND PROGRAM SERVICES FOR COMMUNITY AND AREA TECHNICAL COLLEGES

Emphasis on Large Urban Areas

by

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Advanced Study Center

National Center for Research in Vocational Education

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EXECUTIVE SUMMARY

The changing nature of the American society requires virtually all working citizens to gain new skills and intellectual orientations throughout their lives. Additionally, it requires that all citizens who are potentially capable of entering the work force be equipped with some form of skill and the desired intellectual orientation.

The growth of postsecondary vocational education during the past three decades, coupled with the increase in the number of postsecondary two-year institutions is one of the most significant developments in higher education. In 1965, there were 670 public postsecondary institutions providing training in vocational education; by 1975 the number had grown to 1,100. Public community colleges offering vocational education and liberal arts courses increased from 565 in 1965 to over 1,000 in 1975.

Postsecondary vocational education institutions are facing new challenges. On the one hand there is the demand for more sophisticated leadership at the state and local levels. On the other, there is increased demand for more and different types of counseling programs, relevant remedial or developmental programs, adult basic education, and adult continuing education. The challenge is also extended to colleges and universities to develop administrative training programs to meet the special needs of key administrators of vocational

education at the community college level. The overall concern is directed toward the nation's major urban areas where there are large concentrations of unemployment and urban blight, and the diversity of the population makes the decision-making process more complex and difficult.

The National Survey

A national survey of key administrators (chancellors and presidents) of vocational education in community colleges, technical colleges, and area technical colleges was conducted to (1) explore perceived administrative training needs, (2) identify important service areas for potential vocational education clientele with special needs. The survey was conducted by means of the mailed questionnaire, directed personally to the chief administrators of 225 two-year institutions in major urban areas.

Implications

The results of this preliminary investigation raise some very important questions which could have implications for short- and long-term planning of the delivery of vocational education. It is clearly evident from the results of the study that administrators of vocational education feel the need for a more comprehensive and structured approach to administrative training, and that major universities should undertake this effort. There is also substantial agreement (among key administrators) that certain specific efforts

should be made by community and technical colleges to attract and serve the structurally unemployed so that they can receive skill training. There is, however, need for further investigation into the specific needs of practicing administrators as well as investigation of special institutional efforts to provide special programs for the chronically unemployed.

Recommendations for Universities

Major urban universities and large state supported universities should begin to take more interest in the operations of community and technical colleges in their service areas. They should attempt to make an indepth study of the programs and functions (mission) of these institutions. They should also attempt to study the ethnic composition, the educational achievement, and the employment status of residents of demographic areas surrounding community and technical colleges. Special emphasis should be directed to the overall conditions of various subpopulations commonly residing in localities to be served by community colleges. A closer partnership should be forged between universities and community colleges in the geographic regions. Universities should make every effort to offer training in budget planning and fiscal control, labor contract negotiations, and contemporary issues confronting vocational education. These are especially recommended for practicing administrators, as elements of inservice training.

Recommendations for State Organizations

State departments of vocational and technical education should begin to play a more direct role in providing assistance to local districts. They should undertake analysis of training needs of key administrators and attempt to articulate these needs to the universities. They should act as coordinating units to bring the universities and the local institutions together in order to develop the type of working relationship that is desirable for ongoing partnership. In short, they should provide more leadership in helping to prepare administrators of vocational education. They should also play a more important role in directing attention to the needs of special subpopulations, and various forms of specialized training are needed in order to make use of the various skill programs which are available in the local institutions. They should play a leadership role in articulating high priority goals to the states and federal government.

Recommendations for Administrators of Community Colleges

Local leaders should readily admit areas of weakness and make every effort to work with universities in their localities. The concern is often expressed that universities do not pay attention to community colleges. This concern points in both directions: community colleges should make

every effort to sensitize university officials of their need for technical assistance and clearly articulate their needs as well as their desire to work with the universities. They should also direct some energy and vigor toward community-based organizations in order to develop all appropriate mechanisms to expand the delivery of vocational education. They should recognize their obligation to all segments of the community and have in their plan short and long term objectives to serve the total community. Special needs of subpopulations should be reflected.

Recommendations for National and Federal Organizations

1. The American Vocational Association and the major national higher education associations should join together to examine the special needs of key administrators of vocational education and begin to articulate these needs.
2. Federal funds for vocational education should be allocated on the basis of certain priorities. Special emphasis should be placed on programs for the delivery of vocational education to the structurally unemployed and to universities taking special interest in the training of key administrators of vocational education. There are three high priority areas of service for which funds should be sought:

   (a) Special recruiting efforts

(b) Career counseling

(c) Academic support programs

There are two high priority areas of training for key administrators of vocational education:

(a) budget preparation and fiscal management

(b) trends and issues in vocational and continuing education

General Recommendations

The goals and purposes of vocational education should be reexamined and interpreted to reflect (a) contemporary expectations of the leadership role of key administrators, (b) the responsibility of vocational education institutions to the "total" community needs, (c) the place of vocational education in the national economy, (d) the coming of age of work and education in America, (e) the rationale for and the significance of high priority goals in the total program delivery service, (f) the need for special state and federal dollar support for critical service areas, (g) the special partnership role of leading training universities with two-year colleges, (h) local institutional efforts to promote public relations at the community level, and (i) accountability for vocational education graduates.

Several states are doing a commendable job in the delivery of vocational education. Some, like Wisconsin, have a separate governing board for vocational and technical education.

And yet during the past two decades we have witnessed massive federal expenditures for job training programs. We have witnessed the growth of community-based agencies supported by the federal government to deal with deep-rooted social and economic problems. It is easier to speculate than to find accepted solutions, and numerous organizations have criticized the intrusion of the federal government into education. The following questions are considered timely:

1. To what extent have traditional vocational institutions attempted to reach the hard-to-deal-with vocational students who are enrolled in the Department of Labor's work and training programs?
2. Is it reasonable to assume that passage of special legislation like CETA is due in large part to dissatisfaction with the response of traditional vocational institutions to the special needs of the hard-to-deal-with students?
3. To what extent can work and training programs have long-term effects without real training input from traditional vocational institutions?

These questions and several others must agitate the minds of leaders of vocational education in order to effect close scrutiny of vocational education delivery systems.

There is a need for a nationwide survey of vocational education leadership to determine (a) the backgrounds of

present vocational education administrators, (b) what agencies or organizations are responsible for the major component of administrative training of key leaders of vocational education, and (c) the broad philosophical bases on which efforts to provide contemporary leaders rest.

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FORWARD

There are numerous forces which impact on the functions of community and technical colleges. They are wide-ranging, complex in nature, and they are both internal and external. They combine to create a whole new challenge for administrators of these institutions, if vocational education is to expand its program offerings and continue to play a key role in maintaining the stock of labor force participants. Concomitantly, the challenge is extended to major training institutions (universities) that have traditionally prepared the nations' professionals. It is no idle exercise that all these institutions are now taking a good, hard look at what type of administrative training will "adequately" prepare administrators for the specific set of challenges demanded by vocational education at the community college level. Special problems require special efforts in order to find adequate solutions. The current situation is viewed as bordering on the use of crisis management which should not be prolonged indefinitely.

If these institutions are going to maintain their record of past services as well as insure even greater accomplishment in the future, they can no longer, in our technological system, leave important decisions to chance. Scientific and systematic planning, coupled with goal expectations are almost indispensible to any significant socio-economic, economic,

psychological or social-psychological outcomes impinging upon the quality of human existence. In short, the nation's vocational training institutions are demanding leadership with vision, commitment, and managerial skills of high quality. Social scientists readily claim that this is the essential purpose of education for self-actualization and productivity.

There are several factors or trends which have direct implication for vocational education delivery systems in the immediate future. Among these considered prominent are:

(1) the changing mix of students enrolled in post-secondary occupational training programs,

(2) intensifying competition for better jobs, especially among young adults,

(3) more females and minorities seeking training, and entry into the labor force.

(4) shifts towards emphasis on service occupations, and

(5) special emphasis on the needs of the handicapped and the disadvantaged.

Community and area vocational schools are important subsystems within the socio-political and economic systems of the large metropolis of America. They are charged with the responsibility of providing the majority of skilled laborers to meet the needs of the work force. These institutions must be perceived as active and interested bodies, providing

dynamic leadership for the enhancement of human resource development.

Within the context of a variety of clientele and community needs, coupled with limited resource allocations, federal, state, and local operational guidelines, the task of the local administrators is becoming more and more difficult and challenging. Nevertheless, the clamour for vocational education to play a major role in efforts to harness the nation's human resources for productivity has not diminished. Part of this challenge is extended to our large universities that will continue to play a major role in preparing educational leaders.

ABSTRACT

A Pilot Study: Priorities in Administrative Needs And Program Services for Community and Technical Colleges

Purpose:

The purpose of the study was (1) to identify some curricular areas of administrative preparation that are viewed as crucial for current and future demands of the educational leadership function of key administrators of community and area technical colleges, and (2) to suggest some service areas to expand the delivery of vocational education to the undereducated and structurally unemployed.

Procedure:

A comprehensive literature search was conducted to identify relevant literature dealing with current and anticipated administrative leadership needs in (1) community colleges, (2) area vocational schools, and (3) technical colleges. Emphasis was placed on innovative approaches and the promotion of vocational education. A list of tentative clusters of verified competencies (The National Center for Vocational Education, 1977 study, Competency-Based) was used as a partial guide in selecting (extrapolating) a number of curricular subjects considered "crucial" for basic theoretical and conceptual training of key administrators. Responses were obtained from present administrators of community

colleges, vocational education programs, professors of vocational education, and reputable organizations directly involved with vocational education programs. The list of subjects identified in this study represents the aggregate view of all participants.

In the literature search, several relevant studies and writings were located. The 1977 study on competencies by the National Center for Research in Vocational Education identified 166 competencies and 30 tentative clusters of verified competencies for administrators of vocational education. It also reported on 15 previous studies which had some degree of relevance. Additionally, it made mention of the DACUM (Developing A Curriculum) workshop conducted in 1976, from which 36-40 administrative tasks not found in the literature were identified.

Another 1977 study by the National Center for Research in Vocational Education (Program Needs in Large Cities) listed 10 areas as having high priority among large city administrators of vocational education. These were (1) funding base, (2) vocational guidance, (3) relevance of vocational education context, (4) basic academic instruction, (5) job placement, (6) community relations and support, (7) work experience for students, (8) curriculum development, (9) accessible guidance services, (10) coordination with the manpower community. Although this study was confined to vocational education at

the high school level, most of its findings have implication for postsecondary vocational education programs.

Some very real concerns regarding the need for more adequately prepared administrators were reflected in the writings of contemporary scholars and practitioners of vocational education. Some dealt with specific areas of currently perceived weaknesses among practitioners; others emphasized the need for community colleges and universities to work as closer partners.

The questionnaire was "pilot" tested with twelve educators closely connected with vocational and continuing education. Two were college professors and the rest administrators in community colleges or technical institutes. Four were presidents of community colleges in the midwest, in major urban, highly industrialized areas.

The national sample consisted of 317 community and area technical colleges located in urban areas. The majority had an enrollment of 5,000 or more and were no more than 20 years in existence. The mailed questionnaire was used and sent only to presidents or directors except for eight which were sent to professors of vocational education or persons closely connected with vocational education.

The 1977 directory of the American Association of Community and Junior Colleges was used as a guide in securing (1) the name and address of each institution and (2) the

administrative head of each institution.

Respondents were asked to rate the thirteen factors (nine graduate courses and four service areas) as high or low priority--on a scale ranging from five meaning high priority to one meaning low priority. Moderate priority was not listed as a response option on the survey form but has been interpreted as a rating of 2.5 to 3.

The result of the investigation indicated strong support for a more structured training program for key administrators of vocational education. There is overwhelming consensus among 73 percent of the respondents that budget preparation and fiscal management are critical areas of knowledge needed by vocational education administrators. There is also strong support for special programs for the undereducated and/or structurally unemployed.

A PILOT STUDY: PRIORITIES IN ADMINISTRATIVE NEEDS AND PROGRAM SERVICES FOR COMMUNITY AND TECHNICAL COLLEGES

CHAPTER I

INTRODUCTION

Administrative leadership, especially in the large metropolis, is regarded as a critical link in the vocational program delivery chain. The capabilities of large city administrative and supervisory personnel is of paramount significance and is viewed as critical in continuing and vocational education performance areas. One of the most pressing problems confronting this nation is the need to decre e the incidence of unemployment among vast numbers of persons, especially those residing in urban areas. In our technological system, improvement in general education and skill training is viewed as one of the chief means of avoiding poverty and unemployment.

Since the majority of clientele who need service fall in the classification of adults, the community or technical college is the most likely institution (outside of job training programs) for them to receive any worthwhile training. Community and technical colleges are important sub-systems within the socio-political and economic systems of the large urban areas of America. They perform a vital role in training skilled labor for the work force, and they are expected to serve crucial educational needs of the communities in which they are located. They need leadership with vision and

management skills to effectively and efficiently serve their communities.

Statement of Problem

One of America's main obligations to the rest of the world is to demonstrate that its citizens can live together humanely and effectively in our mass urban societies. It is a most highly developed and most powerful country. To be effective means to be productive and to be productive in our technological society is axiomatic to the possession of skill and functional literacy.

As we take stock of the potential of the nation's work force, the challenge to harness large segments of the population to greater productivity readily becomes apparent. The challenge is directed to all those who make significant decisions, but is more weighted in some directions. It tends to bear down heavily on our educational leaders, both at the secondary and postsecondary levels. It has special implication for the educational leaders of community and area technical colleges. Its importance is underscored by the belief that education is the main instrument by which youngsters and young adults are prepared to take on adult responsibilities in later years.

There are several factors or trends which have direct implication for vocational education delivery systems in the

immediate future. They are essentially dichotomous--reflective on the one hand of students' needs and on the other of new demands on administrative personnel. Those related to students are:

1. The changing mix of students enrolled in postsecondary occupational training programs.
2. Intensifying competition for better jobs, especially among young adults.
3. More females and minorities attempting to seek training and entry into the labor force.
4. Shifts toward emphasis on service occupations.
5. Special emphasis on the needs of the handicapped and the disadvantaged.
6. The claim that vocational education programs, coupled with remedial academic and counseling programs, can have a significant impact on structural unemployment.

Among those factors having direct impact on management capabilities are:

1. The rapid growth of community/technical colleges, coupled with the demand of managing large, complex, central organizations.
2. The perceived need for universities to be more than superficially involved in a postsecondary training enterprise accommodating approximately one-half of

those receiving basic postsecondary training.

3. The need to reduce inservice training costs by providing comprehensive basic administrative preparation at the university level.
4. Recognition of the need to improve the working relationship between community college personnel and university personnel through programmatic vehicles with mutual benefits for both institutions.
5. The need to increase the number of minorities in top-level positions in community/technical colleges will require special affirmative action programs at several levels. In this regard major training institutions (universities) stand to play a major role.
6. Recent research findings (Adams et al., 1977) have identified a number of priority areas for preservice and inservice training, improving administrative skill in long-range planning, evaluation, needs assessment, program management, public information techniques, serving students with special needs, and new and innovative approaches to vocational education.
7. The growing recognition that governance of vocational educational programs at community and technical colleges has become a technical process, demanding certain specific administrative skills, reflecting programmatic relationships between policy input and

management input.

There is a perceived need for additional emphasis on (1) preparation of key administrators of vocational education, and (2) expansion of the delivery of vocational training to the undereducated and structurally unemployed. Conceptually, additional preparation in administrative and leadership training should take place at the university level; at the community college level educational leadership and program development should occur. Any rational discussion of these weaknesses should also incorporate the nature of basic administrative training. The problem then is to attempt to determine some areas of administrative training that are viewed as crucial for effective and efficient administrative performance in community colleges, area vocational schools and technical institutes.

Objectives

The objectives of this study were essentially two-fold in nature. First, it was an attempt to develop preliminary suggestions for improving the management capabilities of vocational education administrators. Secondly, it was an attempt to suggest improvement in the delivery of vocational education to the undereducated and structurally unemployed. Its specific objectives can be viewed as follows:

1. To identify a number of curricular areas which are perceived as vital ingredients in the preparation

of those aspirants who will most likely provide the type of leadership which is currently needed by vocational education at the community and area technical college levels.

2. To identify curricular areas which are perceived as fulfilling the inservice training needs of practicing administrators.
3. To secure input on these curricular areas from reputable practitioners in the field of vocational education as well as scholars and observers in the field of vocational education.
4. To develop, through a combination of relevant input and literature, reasonable hypotheses which are likely to form the basis of workable theoretical formulations for a more comprehensive delivery (institutionalized) system of administrative preparation for vocational education.
5. To stimulate dialogue relative to program innovation and expansion of continuing and vocational education and to highlight the significance of innovative preparation in educational leadership for contemporary demands of vocational education at the community and technical college levels.
6. To attempt to create an awareness of the leadership role that major universities must play in restructuring their training program to meet critical

contemporary societal needs in vocational training.

7. To suggest innovative program approaches for the delivery of vocational education to the structurally unemployed and undereducated.

Rationale

The rationale which prompted this investigation emanated from several sources. They all suggested or implied that more indepth and expanded administrative preparation is crucial for key administrative positions in community and technical colleges and for the delivery of "adequate" vocational education offerings. All sources hold the view that these institutions are expected to face up to new challenges and that they will fail to do so if those who are at the helm are not fully prepared. The challenges are viewed as more acute in the large metropolitan areas.

The most valued or respected observation came from reputable and experienced administrators of community colleges, area technical colleges, and technical institutes. There is consensus among this group that a more structured and specialized form of administrative training is desirable, although the extent to which major universities are capable of responding appropriately is substantially in doubt.

Reorganization at the state levels, added federal regulations and public demands for accountability mandate systematic and comprehensive planning by local administrators.

The Vocational Education Amendments of 1976 emphasized the need to provide the best vocational preparation for every person who desires it and it makes special reference to identified target groups. Among these target groups are educationally disadvantaged, handicapped, ethnic and racial minorities, urban unemployed youth, and unemployed and underemployed adults. Other problems to be addressed are the elimination of sex-role stereotyping, women reentering the labor force, and displaced homemakers.

The immediate challenge for vocational education cannot be minimized. Community colleges and area vocational schools are generally viewed as postsecondary institutions of less than baccalaureate offerings, with a commitment (mission) to serve the educational needs of their communities by providing various types of continuing education offerings for local residents.

The growing concern regarding the delivery of adequate vocational education programs in the urban areas is reflected in the activities that have taken place during the ten-year period 1966-1976. During this period there were at least thirteen major national seminars, leadership conferences, workshops, and task forces, focusing on the problems confronting vocational education in large cities. Simultaneously, studies were launched by such organizations as the National Center for Research in Vocational Education, the American

Vocational Association, the American Association of Community and Junior Colleges, the National Institute of Education, and other interested bodies. The overriding consensus from all these efforts is that "social and economic problems in large cities directly and constantly affect the quality of education in many urban schools"[1] and that vocational education will have to assert itself to help solve the problems. It is not intended to infer that vocational education should be viewed as the only vehicle to help alleviate those conditions that are of overriding concern.

The perceived impact of vocational education on structural unemployment[2] is gaining more and more attention. The assumption is that training and placement programs, targeted to certain groups, would in the long-run make the structurally unemployed more competitive in the labor market as well as meet certain skill shortages. Conceivably costs and prices would either fall or level off and remain substantially stable over a given period of time.

Vocational education will need both innovative and creative leadership and management skills in order to expand its

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1. Kay A. Adams, Stanley B. Cohen, and Daniel E. Koble, Jr., Vocational Education Program Needs in Large Cities, p. 1.
2. The National Commission for Manpower Policy defines structural unemployment as prolonged unemployment due to lack of training and inability to compete in the labor market. CETA: Analysis of the Issues, p. 8.

horizons. There are some fundamental questions for which answers must be sought. For example: Are benefits from federal job training programs reflected only in the form of short-term income support? Can low-wage jobs, without additional training, lead to permanent employability and income security? How "best" can vocational education programs be established to meet critical needs of the undereducated and unemployed, ultimately impacting on structural unemployment?

The significance of the role of the administrator in shaping educational policy cannot be underestimated. In one of its early reports the W. K. Kellogg Foundation noted that one of the main reasons it provided assistance for the improvement of educational administration was the recognition of the key role of the school administrator in increasing the quality and quantity of education in America. It further noted that this concern encompassed raising standards of professors of educational administration, of school superintendents, and of institutions which prepare educational administrators.

Research

Examination of the record will show that research in vocational education has not kept pace with educational research. Several reasons have been cited for the paucity of research in vocational education. Those considered of greatest significance are as follows:

1. Emphasis on organization and program implementation by vocational educators to meet the manpower needs of society, while simultaneously little attention was directed towards the theoretical basis of vocational education programs. This condition existed for several decades after vocational education became a viable part of the postsecondary educational structure.

2. The clash among identifiable prevalent positions among vocational educators with respect to priorities for research activities. One group (administrators and supervisors) have traditionally advocated applied or action-type research in which they would be intimately involved. Scholarly researchers, on the other hand, have prioritized and advocated more basic reserach. Among this group are the psychologists, social psychologists, sociologists and educational philosophers. A third group advocated interdisciplinary research with input and/or involvement of economists, engineers, and educators. Research of this nature would be directed to such areas as cost benefit analysis, systems analysis, management information systems, and operations analysis. Although there have been dramatic increases in research activities in vocational education since the 1960's, these efforts have been mainly directed to community

occupational surveys, occupational analyses, community occupational analyses, clientele participation surveys, and, to a lesser degree, follow-up surveys on graduates. Research is still needed in the areas dealing with the sociological and psychological implications of work, the special needs of community groups and delivery mechanisms, and the administrative ramifications of vocational education programs.

Efforts to effect improvement in vocational education research activities have led to the establishment of vocational-technical education research centers at Ohio State University and North Carolina State University. The National Center for Research in Vocational Education is currently located at the Ohio State University. Active efforts are underway at the American Vocational Association, the American Association of Community and Junior Colleges, the National Science Foundation, the National Institute of Education, and various organizations supported by funds from the U. S. Office of Education. Several land-grant colleges and universities are also active in vocational education research. The University of Wisconsin-Madison, for example, is involved in three areas related to vocational education. These efforts emanate from the Industrial Relations Research Institute, the Center for Studies in Vocational and Technical Education and the Institute for Research on Poverty.

The volume and quality of research in education is largely

responsible for its improvement. This factor is of particular significance to vocational education. It is important that vocational education educators develop the degree of competence that is desirable to promote research activities that will attempt to resolve crucial questions relating to the delivery of vocational education.

Recent research findings have brought to light several areas of need for large city administrators of vocational education programs. A 1977 study on competencies by the National Center for Research in Vocational Education identified 166 competencies and 30 tentative clusters of verified competencies for administrators of vocational education. It also reported on 15 previous studies which were considered relevant. Additionally, it made mention of DACUM (Developing a Curriculum) workshop conducted in 1976 from which 36-40 administrative tasks not found in the literature were identified. Competency-based materials are organized on modular forms and are basically self-contained, requiring very limited outside resources. They are partially self-instructional and can prove useful with the aid of a qualified resource person.

Advocates of the use of competency-based material claim that when tests and transportable training materials are developed and used, the desired competencies are likely to be accomplished. Norton reported Miller as observing that "leadership development, instructional activities and

procedures should be competency-based and not course oriented."[3] This position is debatable. In the face of vast regional differences, variations in states' regulations, and constant policy changes at the federal level, the role of major training universities across the nation does not appear a secondary function. And it is by means of relevant graduate courses, workshops, and seminars that their commitment to leadership development in vocational education is reflected.

The 1977 study reported on several findings dealing with leadership preparation, noting that most of them were doctoral dissertations of fair to good quality. Additionally, they lacked uniformity in purpose, descriptives and methodologies. The conclusion was that there was the need for concerted effort to identify the managerial and administrative skills of administrators of vocational education through national investigation.

Prior to the 1977 study the majority of studies conducted relied mostly on literature reviews as a basis for arriving at administrative competencies. While the 1977 study is a drastic improvement over past procedures, important questions remain regarding (1) delivery systems, (2) competency-based versus traditional managerial and administrative skills development and (3) other methods of improving and developing

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3. The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. (Columbus, Ohio: The National Center for Research in Vocational Education, 1977) p.2.

skills. For example: Will administrators be more inclined to use modules in self-paced learning or to interact with their peers in workshops, seminars or classes? To what extent are universities viewed as playing the leading role in developing and delivering administrative training components. These questions and several others relating to training to meet the ongoing demands of vocational education administration are still to be resolved. It is a fair assumption that the nation's major training institutions will be a central focus in any debate on the topic. Practicing administrators do not seem prone to adapt to the approach suggested in the competency study guide. They seem to prefer interaction with their peers.

Another 1977 study by the National Center for Research in Vocational Education (Adams et al., 1977) listed ten areas as having priority among large city administrators of vocational education. These were: (1) funding base, (2) vocational guidance, (3) relevance of vocational education context, (4) basic academic instruction, (5) job placement, (6) community relations and support, (7) work experience for students, (8) curriculum development, (9) accessible guidance services, and (10) coordination with the manpower community. This study dealth with vocational education at the secondary level. Many of its findings are applicable to problems at the postsecondary level.

General Literature

The literature on community college administration reflects some real concerns.

In 1965, Raymond E. Schultz' publication, Administrators for America's Junior Colleges, indicated that there will be a need for nearly 3,000 new administrators in major positions (chief administrators, chief academic deans, chief student personnel administrators, and chief business officers) over the next fifteen years. Schultz adds, "To this figure must be added the supporting administrative positions, especially in those institutions with sizable enrollments and major administrative responsibilities." Schultz suggested several approaches to meet the needs. Among those emphasized were:

1. Young men and women with leadership potential must be encouraged to prepare themselves, by experience and study, for major junior college administrative roles. The best single resource for the identification of administrative talent is the present staffs of junior colleges. However, the demand is so great that no potential source should be overlooked. This process of recruitment will require the combined efforts of junior college presidents, professors of junior college education, the American Association of Junior Colleges, and the ten universities currently participating in the Junior College Leadership Program.

2. A varied, effective, and meaningful program must be presented. The emphasis on quality will not only produce a greater proportion of doctoral degree holders among junior college administrators, but will incorporate both theoretical and practical educational experiences directly relevant to the special problems and practices of junior college administration.

3. Equally essential are inservice programs to assist and upgrade administrators already practicing in the field. It is unrealistic to assume that adequately qualified new personnel can be secured for the predicted 3,000 new positions in the next 15 years. For many of those employed, effective inservice training will mean the difference between success and failure.
Prime responsibility for this assistance lies with universities. These institutions will be asked to design inservice programs that will come to grips with unique problems of junior college administration, and thus realistically improve the effectiveness of the junior college practitioner.[4]

White it appears that Schultz was referring to junior colleges in general, many of his points are well taken with respect to the need of the urban community or technical college. Schultz stopped short of pointing out the strained relationship between junior colleges and major universities, as well as the various efforts by several organizations, other than universities, to provide inservice training, largely because of a perception of irrelevancy and disinterest by large universities.

Moore (1971), Richardson et al. (1972), Rushing (1976), Tellier (1977), have called attention to (1) the new breed of students now attending these institutions and the types of demands they are making on the administration, (2) collective

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4. Raymond E. Schultz, Administrators for America's Junior Colleges: Predictions Need 1965-1980, (Washington, DC: The American Association of Community and Junior Colleges, 1965) pp. 27-28.

bargaining by faculty and its implications for administration, (3) the impact of governmental relations (reorganization at state levels, additional federal regulations), (4) public demand for accountability, and (5) the special needs of the handicapped, minorities, urban youth, and women reentering the labor force. There is general consensus among these writers that a stronger link is desirable between the nation's major universities and the community college system and that community college administrators need more indepth and specialized preparation to adequately prepare them for impending challenges.

Rushing (1976) discussed several topics which he considered will form the core of major issues for the practicing administrator of vocational education. Among the topics he addressed are accountability, management by objectives, organizational development, adaptive planning, collective bragaining, faculty and administrative evaluation and development, management information systems, importance of community relations and general education. Hunter's views should not be taken lightly because as a practicing administrator at the community college level, he should have first-hand knowledge of what is happening.

William Moore, Jr. (1971) observed that community colleges were the fastest growing segment of higher education, and took note of the inadequate investment by universities to serve the

special needs of community college administrative personnel. He further expressed the view that there are no solid comprehensive training programs at the university level for community college administrators, and only limited inservice training available to those meeting certification requirements or working on advanced degrees.

Moore elaborated on his concern by pointing out that there were some difficult and unresolved questions to be cleared up before the prospects for a training program would likely improve. He cited the following:

1. Current training programs at the university level are designed to be used with youngsters, while the average age of the community college student was twenty-five. If universities are going to provide meaningful training programs for administrators of community colleges they need to adopt a whole new approach.

2. Community colleges in general have become suspicious of training involvement with universities because of the existence, they claim, of academic snubbing and the failure of universities to adopt a flexible program to meet their special needs.

3. Because the nature and functions of the university are exactly opposite to those of the community college, it seems unrealistic to expect the university to prepare community college personnel.[5]

It is his opinion that:

> If a viable training program for community college administrators is to be evolved,

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5. William Moore, Jr., Blind Man on a Freeway (San Francisco: Jossey-Bass, 1971), pp. 104-105.

> community college people have to be explicit in articulating the open-door philosophy and its implications to the university. It is necessary for them to clearly indicate to the four-year people that the specific needs of the open-door colleges are, both for the disadvantaged and the non-disadvantaged.[6]

The Leadership Training Conference which was held for state directors of vocational education at Canadian, Oklahoma in September, 1976, chose as a topic "New Directions for Vocational Education." At that conference, Lowell A. Burkett, Executive Director of the American Vocational Association, (AVA) observed that, "The AVA is facing its greatest challenge in enlisting the vocational educators in higher education institutions and providing the necessary professional development activities."[7] Recognition of the need for major universities to expand their leadership training efforts is reflected in Burkett's observation. There is also the implication that (1) vocational education administrators need expanded training, (2) that the role of major universities in this effort is perceived as vital.

Tellier discussed several management principles for administrators of community colleges. Those considered of primary importance are intraorganizational techniques,

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6. Ibid., p. 106.
7. New Directions for Vocational Education. National Leadership Development Seminar for State Directors of Vocational Education; September 20-24, 1976. Leadership Training Series No. 49. (Columbus, OH: The National Center for Research in Vocational Education), p. 3.

developing and maintaining effective organizational climate, resource allocation and management of fiscal resources, and strategies for providing effective management and leadership. Tellier draws a fine distinction between management in a formal organizational context, and the effect of leadership as a result of personal and individual traits. He further points out that "...at the higher levels of the community college organization, administrators need to be capable of effectively conceptualizing the long-range goals, objectives, strategies, and programs of the college if they are to be good leaders." It is his opinion that "Community college administrators should therefore assume that they themselves, and those individuals they place in other leadership roles throughout the college possess these skills and develop them to the fullest extent."[8]

Strengthening Management and Administrative Skills in Vocational Education

In reporting on organization and work design in the community college, B. J. Hodge observed that "Today's community college managers have a most intriging challenge to build and maintain a climate that is conducive to both job satisfaction

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8. Richard D. Tellier, "Managing Scarce Resources for Community College Administrators," Management Principles for the Community College Administrator, ed. Robert L. Breuder. (Cocoa, FL: Brevard Community College, 1977), p. 77.

and organizational productivity."[9] Hodge added that such a climate can only be built on a sound theory of how community colleges are formed and how they work. The challenge reflected in Hodge's observation is both timely and accurate within the context of contemporary concern. There is, however, substantial room for debate on the central role community colleges should play and how they should be put together. In other words, several constituencies that in one way or another impact on the functions of community colleges and those that should be affected by their delivery systems may yet need to make input either in their formation or their functions. In discussing the choice among various climates, Hodge identified three prevailing ones--namely, Traditional, Human Relations, and Human Resource. He considered the Human Resource Climate as most appropriate for productivity and noted that "management's job in the Human Resource Climate is to develop the talents of all members to their fullest and to provide the opportunity for further development."[10] This is another way of emphasizing the importance of inservice training for practicing administrators.

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9. B. J. Hodge, "Organization and Work Design in Community College." Management Principles for the Community College Administrator, ed. Robert L. Breuder (Cocoa, FL: Brevard Community College, 1977), p. 39.
10. Ibid., p. 50.

In discussing the emerging issues in administration of vocational education, Grant Venn made the following statement,

> . . . the administration and management of vocational education must be linked to career education in terms of the unique leadership that vocational administrators can offer to the educational community where they work and the society which they serve. This implies that administration and management of vocational education shift from a traditional compliance role to one of leadership for all education. Improvement in both program and staff development should become the exemplification of the vocational administrators' efforts to meet student and societal needs. "Compliance" and planning must become the means not the end.[11]

The statement above is essentially reflective of the significance placed on leadership and managerial skills required for needs analysis, program expansion, account ability and evaluation of vocational education programs. As complementary ingredients for the task, Venn listed as necessary: commitment, involvement, plan development, implementation, evaluation, and redesigning. It is doubtful that any practicing administrator would take issue with these requirements--in the light of on-the-job experience. At least those I have heard from have not.

In the September 1978 issue of VocEd (Journal of the American Vocational Association) Ione Phillips observed that: "Vocational education can help create and preserve jobs; that

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11. Grant Venn, "The Administration and Management of Vocational Education as Related to Career Education." Vocational Education and Career Education: The Uncertain Connection (Washington, DC: American Vocational Association, Inc., 1977), p. 214.

it (vocational education) could be a catalyst for change creating a different climate in a community--a climate that attracts and holds jobs."[12] This viewpoint is laudable.

Essentially the main concern of this endeavor is to call attention to the broader role that community and technical colleges can play, especially with improved levels of administrative leadership at their helm. Within the context of broadening their scope of services, community and area technical colleges need significant assistance from major training institutions.

Conceptually, it is the duty of the nation's colleges and universities to continue the awesome task of perpetuating the nation's stock of knowledge. To them belong the responsibility of providing a variety of training, not only to meet the demands of contemporary society, but also to ensure that immediate future needs can and will be met. To this end our country (shall) remain strong, and (shall) continue to perform various leadership functions in the international marketplace. To this end also we (shall) make provision for the development of our general citizentry and the promotion of human resource development in a bicultural environment.

The long-term objective behind this investigation is,

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12. Ione Phillips, "Toward Solving National Problems", VocEd Journal of American Vocational Association, Vol. 54, No. 6. (Arlington, VA: September 1978), p. 21.

hopefully to promote additional and specific dimensions to the graduate training programs of major universities geared specifically to fulfilling the special administrative needs of community and area technical colleges with special emphasis on vocational education. Are they now turning out professional educational administrators? Certainly, they are. The question is, are they turning out educational leaders to meet the special needs of the urban community and technical college?

Attention is called to the intricate delicacies of treading into dangerous territories of academe, into the guarded enclaves of those who make decisions in higher education, the traditional guardians of supervision, the elite of education. However, to advocate anything short of our colleges' and universities' full attention and participation would at best be foolhardy and impractical. Not only have they made significant contributions in the past, they can and should do a better job in the future. To expect anything less is tantamount to an expression of self-defeat, spelling doom for any concerted effort to develop the nation's human resource to optimum levels of productivity and to secure even greater returns for expenditures on higher education.

The Contribution of Vocational Education to Employability and Job Stability

Writing in the October 1978 issue of Phi Delta Kappan, Gordon Swanson observed that "Vocational Education is now an

essential participant in America's most important experiment, namely democracy, and its most important civilizing process, namely education."[13]

This observation comes as close as any other in bringing to focus the significance of vocational education in the American educational system.

The contribution of vocational education to employability and employment stability is reflected in major findings of a longitudinal study (Project Talent) started by the American Institute for Research (AIR) in the early sixties. They are as follows:

1. Vocational graduates obtain their first full-time job after completing their training quicker than do academic graduates.
2. Employment security for vocational graduates is substantially greater than for those who have academic training--at less than the college level.
3. The accumulated earning for vocational education graduates over eleven years was greater than for those with academic courses less than the college level.
4. Approximately 65 per cent of the vocational graduates were employed in the skill in which they

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13. Gordon I. Swanson, "Vocational Education: Fact or Fantasy," Phi Delta Kappan Vol. 60, No. 2. (October 1978): 87-90.

received training.

After more than a decade, a similar study, Project Baseline by AIR revealed that the placement rate of vocational graduates from 1971 to 1974 (a period of rising unemployment) was 69 per cent for 1971, 69 per cent for 1972, 67 per cent for 1973, and 65 per cent for 1974. The contribution of vocational education to the nation's human resource development effort, to the growth and stability of the national economy, is an impressive record, and the challenge for the immediate future is even greater than in the past. With respect to reducing structural unemployment and serving the special needs of adults who are undereducated and educationally disadvantaged, vocational education commands certain advantages over other forms of postsecondary training. Ideally some of these advantages are as follows:

1. The training period is shorter than other postsecondary forms of training.
2. Costs are substantially less for vocational training in comparison to other postsecondary training costs.
3. Vocational training institutions are, as a rule, located closer to home, reflecting the one reason for item two, which is tremendously important for the adult with family responsibilities.
4. It is possible for some adult trainees to hold a

full- or part-time job while in training.

5. Partial short-term effects of vocational education on graduates who seek employment are easier to assess than in most other training areas. There are many tangibles which are not present in other training areas.
6. In many instances, attitude to work is easily determined when tangibles are available. Vocational education makes a substantial contribution to this possibility.

Broadly speaking, there are three groups of students who ideally should find the community or technical college most appropriate to their needs and/or liking. In the first group are youngsters in their late teens and younger adults who did not receive "adequate" academic preparation in high school and are lacking in any basic skill training. In the second group are those who are qualified to enter either a skill training program or a college transfer program. The third group consists of older adults who need a combination of academic upgrading and basic skills retooling and retraining, or can profit from continuing education programs for leisure or social fulfillment--those described by Houle (1963) as activity or learning oriented.

In the first group fall students often referred to as high risk or educationally disadvantaged. These must receive some

form of specialized help if they are to achieve further progress. It would be unfair to state that higher education has not attempted in some way to meet the needs of these students, notwithstanding the fact that in most instances the federal government provides the major portion of financial support. This observation is largely confined to those who are able to gain access to four year institutions. For the second group, the problems that exist, if any, are minimal. This group is by and large mainstream America to whom the home plays a vital role in career decision and work ethics. The third group forms the vast array of adults of all ages, who need continuing and vocational education. A large portion of this group is currently being served by the provisions of the Comprehensive Employment and Training Act (CETA) of 1973. It is a fair guess that the older of these individuals were also served by the Economic Opportunity Act of 1964. To the extent that this observation is true, educational leaders and social planners are obliged--as a consequence of the large expenditures reflected in such programs as CETA--to raise questions regarding what further must be done to insure optimum employability. On the other hand, if training institutions like community and area technical colleges are indifferent to the challenges, and fail to provide innovative programs, the problem of structural unemployment is likely to remain and become more complex.

A 1977 report on youth unemployment reported that unemployment rate for teenage males (age sixteen through nineteen) residing in metropolitan areas was 36.9 percent, and 24.1 percent for those living in nonmetropolitan areas. The report went on to say that, "The nature of the manpower and labor market policies and the mix of programs to be mounted should vary with the nature of the unemployment and the level of unemployment at that time and with the mix of individuals seeking work."[14]

Vocational education programs have served the nation well; they have served students well, but they have not reached out to all the students who need vocational skills and who could benefit substantially from vocational training.

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14. Youth Unemployment: The Need for a Comprehensive Approach. (Washington, DC: The National Advisory Council on Vocational Education, March 1977). p. 2.

CHAPTER II

PROCEDURES

Several approaches were adopted during the process of this investigation. At the very outset an examination was made of the leadership training programs in operation at those universities which received funds from the W. K. Kellog Foundation. Additionally, graduate courses in vocational education at several major universities were examined. The information obtained from this exercise was somewhat limited, in that only the bulletins from each institution were examined. No onsite visits were made and no other method was used to secure additional information. However, what was listed in the various bulletins as current, available graduate courses did shed some light on the extent of each institution's involvement in the preparation of vocational education adminsitrators, at least with respect to graduate course offerings.

The tentative clusters of verified competencies from a national study (The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education, 1977) were used as a basis for formulating or developing several graduate courses. Some clusters were grouped, as some concerns tend to overlap clusters. The groupings were as follows:

1. Develop Local Plans for Vocational Education
2. Direct Curriculum Development

3. Develop Professional Administrative Skills and Provide for Staff Development
4. Provide for Individual Student Needs
5. Direct Business Budget and Financial Affairs
6. Obtain Financial Support for Adequate (program) Personnel and Physical Facilities
7. Plan Public Relations and Promote Vocational Education.

Those areas that do not bear distinct relevance to the list were arrived at as a result of:

1. input from practitioners in the field (the pilot-testing process)
2. a perception based on careful analysis and experience with educationally disadvantaged students at the four-year college level
3. input from consultants and researchers

Examination of a wide range of resource material dealing with the perceived skills and expected competencies of vocational education administrators, coupled with the usage of the competency-based material for administrators, resulted in the compilation of a tentative list of subjects that were considered relevant ingredients of an initial attempt to put together a package that would at least partially reflect the overall concern. (Of course, ten years of close relationship with vocational education was helpful.) A nationwide computer

search failed to turn up any comprehensive training plan to suggest that we should not carry out the contemplated survey.

In order to pilot test the instrument it was decided to conduct onsite visits to selected large community and area technical colleges in large cities. It was felt that onsite visits would make it possible to explain in detail the overall concern which prompted the need for the investigation, as well as created the possibility for making use of the interactive process which is considered very helpful. These visits were all the more helpful due to the paucity of research on administrative preparation of vocational education administrators.

Visits were made to three large industrial cities in the midwest. The addition of the industrial psychology aspect to the survey was the result of a suggestion made by an experienced vocational education administrator. Although the survey was hand-delivered at the time of the onsite visits, respondents were requested to examine and return it by mail after the visit. This approach would conceivably give them the opportunity to react with some degree of independence and/or objectivity. The list of graduate courses and service areas which were the result of this effort is attached as Appendix I.

The Directory of the American Association of Community and Junior Colleges (1977) was used as a guide in selecting the national sample. The following criteria were adopted:

1. No institution that existed prior to 1958 was selected.

2. With the exception of a few states (Oklahoma for example), no institution or system was selected where the enrollment was below 5,000 full-time students. This approach was considered fairly "safe" in confining the investigation to major urban areas.

3. In order to insure optimum delivery time, the address of each urban institution was verified by telephone.

The mailed questionnaire was used and respondents were asked to respond to nine graduate course offerings and four services areas--indicating whether each was perceived as high or low priority in terms of (1) preparing or upgrading administrative skills and (2) meeting the special needs of the undereducated and structurally unemployed. The survey was constructed on a five-point scale, ranging from a high of five to a low of one. Although moderate priority was viewed as ranging from 2.5-3, it was not listed on the survey form. There were 217 units selected. The survey form was mailed directly to the chief administrator of each institution. In addition to the 217, an additional eight forms were sent to persons knowledgeable and closely identified with vocational education. Initial response was 164 or 72.8 per cent. No follow-up attempt was made to obtain additional responses. The results are discussed in Chapter IV.

CHAPTER III

AN OVERVIEW OF SUGGESTED AREAS OF ADMINISTRATIVE PREPARATION AND INSTITUTIONAL OFFERINGS

There are thirteen factors considered in this investigation, nine graduate courses and four service areas. The graduate courses are intended to help improve management skills of key administrators of vocational education programs. The four service areas are designed to help meet the special needs of the handicapped, undereducated and structurally unemployed adult. The nine graduate courses dealing with administrative preparation will conceivably be offered by large state-supported and/or major urban universities. The focus is on administrative preparation for administrators at the post-secondary level.

The thirteen factors were put together (pilot tested) with the assistance of twelve reputable administrators and scholars. The breakdown of these participants is as follows:

1. Four presidents of community and technical colleges in large urban areas.
2. One vice president of an area technical college.
3. Four deans of continuing and vocational/occupational education.
4. One department chairperson of a community college.
5. Two professors of continuing and vocational education--each with more than thirty years of teaching

and research experience.

Together the courses are perceived as forming the core of a packaged graduate program for aspirants for key administrative positions in community colleges, area technical colleges, technical institutes and vocational schools. Taken separately or in groups (according to need) they also constitute elements for inservice training for practicing administrators. These courses are only suggested offerings and by and large they are not new. What, if anything, is new is their "conglomeration" for the specific purpose of addressing the special, if not unique, needs of those who administer vocational education programs within current and future contextual demands. It is recognized that modifications in labels need not necessarily affect content, objectives and/or outcome.

The four service areas focusing on special programs for the educationally disadvantaged and structurally unemployed were incorporated mainly for the following reasons:

1. Contemporary dialogue regarding the need for vocational education to seek ways and means to contribute to the reduction of structural unemployment.
2. The perceived failure of vocational education institutions to deal with the special needs students--the handicapped, the disadvantaged undereducated, and the so-called unmotivated.
3. The more than 900,000 annual high school dropouts

will need some form of additional education in order to be gainfully employed. Vocational education could play a major role in this effort.

4. Large numbers of students who initially failed to succeed in four-year colleges are returning to community and technical colleges to continue a liberal arts program or seek occupational training.
5. The need to move in the direction of worker training and away from job training programs which are of short duration and lack certain basic essentials for worker preparation.

Students of vocational education have found no dividing line between skill preparation and the supporting ingredients necessary for the acquisition of said skill, hence the significance of vocational education for those who lack basic academic preparation and skill. There is general agreement that to be employable, an individual must be skilled as well as literate and that chronic unemployment is most prevalent among those lacking in basic training. What was once regarded as a skilled work force is, in many respects becoming a technical work force and the general forward movement in worker talents and aspirations makes it even more difficult for the high school dropout, the undereducated and educationally disadvantaged to seek or obtain employment.

Evans (1971) listed three basic objectives of public

vocational education programs, namely: (1) increasing the manpower needs of society, (2) increasing the options available to each student, and (3) serving as a motivating force to enhance all types of learning. These objectives appear appropriate, especially for meeting the special needs of the structurally unemployed.[15]

Academic support programs and other auxiliary services, specially designed to meet the special needs of educationally disadvantaged, should be carefully planned. The following factors, not necessarily in order of sequence, should be given careful consideration before embarking on programs of this nature:

1. Program objectives
2. Relationship of program objectives to the existing mission of the institution
3. Anticipated modifications in objectives
4. General and Specific qualifications of program personnel
5. Anticipated program performance within a given period of time
6. The components of the program
7. Total program costs

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15. Rupert N. Evans, Foundations of Vocational Education (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971), p. 2.

8. Criteria for program evaluation--internal and external performance assessments

The Need for Specialized Training?

If there is agreement that the role of administrators of vocational education programs is changing as a result of additional demands and pressures, a number of questions may very well be in order. Those frequently discussed among educational planners are:

1. What type of guidelines are currently available to aid boards of trustees in selecting key administrators?
2. Can we continue the traditional pattern of selecting administrators because they come up through the ranks and are regarded as "insiders"?
3. Can we safely assume that because they come up through the ranks they are fully aware of the changing administrative role and added dimensions of services?
4. If we make these assumptions, then what criteria will we use to determine the extent of their understanding of the conceptual framework of certain crucial functional and service areas?

These questions are perceived as important for contemporary dialogue on the preparation of key administrators of vocational education programs in large metropolitan areas of America.

Suggested Graduate Courses

Because specific course content and strategies must be left up to major training institutions, course outlines and approaches are not considered in this exercise. The nine courses which are listed are not necessarily in order of importance.

I. Trends and Issues in Continuing and Vocational Education

This course will deal with contemporary trends and issues in continuing and vocational education with emphasis on developments since the 1960s. It will attempt to analyze contemporary trends and issues relating to the promotion, expansion and implementation of continuing and vocational education programs--influences of (1) state legislation, (2) federal legislation, and (3) patterns of participation. Special references will be given to the growth of community and technical colleges, their mission, philosophy and objectives and their special role in promoting continuing and vocational education programs, especially for certain groups of clientele.

Objectives. The major objectives of this course will be to:

1. Analyze contemporary issues and trends in continuing and vocational education to attempt to determine how these trends and issues are affecting program

development, to enable participants to develop some degree of awareness as to what is currently taking place in this particular field and to interpret the philosophy and practice relevant to program development and expansion.

2. To focus on the principles governing continuing education for adults and to examine and analyze these principles as they relate to the adult as a learner. Special emphasis will be placed on those factors which are considered unique to adults, as distince from youths, in the learning process. Emphasis will be placed on economic, socio-economic, psychological, social-psychological factors and their implications for the adult as a continuing learner, a breadwinner and a citizen. The influence of educational technology will also be considered in the learning process. Attention will also be paid to several theoretical formulations of the learning process and their possible impact on continuing educational practices.

II. Community/Urban Education Ramifications and Implications for Continuing and Vocational Education.

Community Education Defined

Preamble

Most general definitions of community education suggest that better education results from citizen participation in the

educational system. Awareness of this fact can provide the means for a better delivery system, carried out through coordination and sharing of resources, citizen participation, continuous learning and organizational partnerships, all between the school and the community. There is every indication that this community participation in the local educational system results in a better delivery to residents.

Meaningful community education, viewed within the context of community development, should emphasize skills training for adults as well as for youths, including a variety of occupational and job training programs, especially those conducted on the work site. This is based on the proposition that education helps to determine an individual's future prospects in life. Additionally, it is important to recognize that the level and type of education received by individuals in a given community in turn determines the characteristics of that community.

Objectives. The major objectives of this course is:

1. To examine what is potentially possible in a comprehensive Community Education package. The presumption is that meaningful citizen participation and strong local leadership are indispensable to any overall community developmental effort, designed to have a real and permanent impact on the life of the community.
2. To suggest several programmatic approaches for the

comprehensive community education program--with emphasis on skill training the potential for promoting human resource development and improving the economic condition of the community.

3. To examine the potential for developing local leadership and effecting meaningful citizen participation in matters impacting on the day-to-day life of the community.
4. To examine the potential of community education in the effort to promote general citizen awareness and responsibilities, especially from the standpoint of employment stability and economic viability.

III. Principles of Career Education--Implications for Career Guidance, Career Development.

This course deals with the concept of career education and the theoretical formulations applicable to career guidance and career development--within our technological society. It is intended to assist in reducing the difficulties which adults have in making career choices, in obtaining information which will assist them in selecting a career, or in making the transition from work to school or from welfare to work.

Objectives. The broad objectives of the course are:

1. To examine and analyze theoretical development of career guidance.
2. To examine and analyze recent developments in career

education and the interrelationship with guidance and counseling.

3. To examine and interpret the significance of career education, with particular emphasis on programmatic approaches at the community and technical colleges and the special needs of those who are educationally disadvantaged.
4. To develop broad working definitions which are applicable to community and technical colleges for vocational education--drawing on the development theories of outstanding scholars in the field.

IV. Fundamental Considerations of Budget Preparation and Fiscal Management

This course will deal with the fundamentals of budget preparation, within the framework of priority needs and program budgeting for educational purposes. It will also take into consideration those primary factors related to funding and program development. In the area of fiscal management, it will focus on basic guidelines designed to ensure accountability and economy of operation. The most up-to-date guidelines will be examined and appraised with a view to determining to what extent (if any) they are applicable to educational operations. The application of Management by Objectives (MBO) will also be examined.

Objectives. The broad objectives of this course will be to:

1. Highlight the importance of the various factors necessary for proper budget preparation.
2. To examine current recommendations dealing with the techniques of budget preparation in education.
3. To perform simulation exercises which will provide a forum for analysis and critique.

V. Fundamental Considerations of Labor Contract Negotiations, Collective Bargaining and Arbitration

This course will examine and interpret broadly the fundamentals of collective bargaining and its tendencies and limitations in the educational arena. It is well to examine the significance and effect of arbitration and its influence on the basic structure and process of collective bargaining, the external and internal factors, and how they interact in impacting on decisions.

Objectives. The broad objectives of this course are:

1. To provide a basic understanding of the fundamentals of collective bargaining and its implications for administration--where bargaining and settling strikes are indispensible for program operation.
2. To examine the role of arbitration in the process of collective bargaining--its appropriateness and usage, its legality and classification.

VI. Economics

Introduction to basic economic concepts and their relation

to a wide range of social and economic problems and the application of economic principles to these problems.

Introduction to economic theory: the laws of supply and demand relative to goods and services. An overview of current economic problems, the distribution of income and wages and the concomitant effects on hiring conditions. Human Resource Development and its implications for economic growth.

Objectives. The broad objectives of this course will be to:

1. Examine basic economic concepts and theories and relate them to current social and economic problems.
2. To examine and analyze current theories of economics, the laws of supply and demand and to determine their application to human productivity and income distribution.
3. To examine the concept of human resource development with implications for economic growth and economic viability, the underpinnings of personal and social advancement.
4. To provide an overview of education as it relates to the economics of consumption and investment.

VII. The Continuing and Occupational Education Enterprise--Governance, Programs, Funding Sources

This course deals with the various sources from which community and technical colleges get support, how support is

provided, the extent of support and the nature of input and/or control based on the extent of financial support. It will examine recent and current trends at all levels and attempt to provide some insight into the impact of shifts in trends. Attention will also be paid to those programs which are operative outside of traditional institutional jurisdiction.

Objectives

1. Examine and evaluate the role of local, state, and federal governments in the funding and operation of continuing and vocational education programs, for example local and state Boards of Education, and, the Bureau of Occupational & Adult Education, U. S. Office of Education.
2. Examine the various types of governing boards and their likely role in the total operation of community and technical colleges.
3. Examine recent federal legislation affecting vocational education and to attempt to determine its national impact.
4. Examine recent federal legislation for job training programs not connected with traditional vocational training institutions--its implications (if any) for additional program dimensions for these institutions.

VIII. Intensive Field Experience Involving Special Community Projects

Practical experience in which problem solving is involved is considered indispensible for adequate preparation of teachers and administrators. This part of a preparatory program for administrators of vocational education should be of no less than six months duration. Two three-month periods or three two-month periods could serve the purpose of a single six-month period, depending on how the program is arranged.

Objectives. The main objective of a carefully planned and comprehensive field experience program are:

1. To provide a practical demonstration of decision-making, on the job.
2. To provide trainees with the opportunity to share in decision-making.
3. To provide an opportunity for trainees to learn about the total composition of the urban community, the types of unique educational problems in each particular sector, and what attempts are made to solve educational problems.

IX. Industrial Psychology--Fundamental Considerations

This course deals with the fundamental psychological implications of work and productivity, and conditions under which workers produce at optimum capacity or factors which inhibit production. It will examine recent findings on worker satisfaction or work conditions. It will also consider

preventative factors and how linkages can be affected between business and industry on the one hand and vocational training institutions on the other.

Objectives. The broad objectives of this course will be to:

1. Examine and interpret the concept of industrial psychology in relation to the nature of contemporary society.
2. Examine the various factors which influence worker productivity or non-productivity.
3. Examine the various paradigms suggested by students of industrial psychology--(a) those related to management and (b) those related to workers to maintain productivity, human satisfaction, and human resource development efforts.

Special Institutional Offerings

This section focuses on specific areas of program need for those who were undereducated at the high school level, who have and are experiencing difficulties in obtaining gainful employment, and who cannot immediately achieve success in a skilled training program without upgrading and/or improvement in reading and computational skills and other associated factors.

Academic support and other auxiliary programs (often called compensatory education) are designed to enhance the learning ability and employment prospects of the educationally

disadvantaged. Although they may be innovative in nature, they should fall within the limit of the institution's stated mission and objectives. Some important components are:

1. Recruiting
2. Orientation
3. Academic and Career Counseling
4. Tutorial
5. Development Programs in Reading, Writing, and Study Skills (Laboratories)
6. Job Counseling and Job Placement

Several reports within recent years strongly suggest the need for remedial work after high school in order to achieve success at the postsecondary level. This is not related only to Blacks and other ethnic groups, as might mistakenly be assumed. In 1974, a report from the National Reading Center, Washington, D. C. stated that, "...about one-third of all freshmen entering college lack the basic reading skills they need to meet minimal requirements for college study." Similar concerns are directed to computational and writing skills.

The current national awareness of this need among middle class American students is in one sense a direct reminder of the special needs of the undereducated and disadvantaged. Research on the long-term benefits of academic support programs at the university level suggest promising results. For those who are successful in vocational education training programs

where the training is of shorter duration and the impact of results more readily apparent, the case for compensatory education is even stronger. This case for remedial programs is at best partially substantiated by the recent formation of the National Association for Remedial/Developmental Studies in Post-Secondary Education. (NARDSPE). The newsletter of May 1979 discusses several aspects of remedial effort. A most interesting feature is the discussion of the effects of peer tutoring in the community college and the results of an experiment conducted at LaGuardia Community College in Brooklyn. In reporting on some of the outcomes of this experimental program Marion Arkin observed as follows:

> The case study was an effective tool for focusing class discussion on these issues (academic and personal) at the end of the term. It also provided a link between tutoring and writing, for the major goal of the peer tutoring course was to help students improve their writing by tutoring others.[16]

Austin and Austin, Bisconti and Frankel (1974) examined students enrolled in special programs and noted that the problem of staffing should be a central concern of the institution, coupled with that of recruiting and retaining effective leaders of special programs. They further noted that according to their findings personal qualities, such as ability to relate to students, were more important than social/ethnic backgrounds.

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16. National Association for Remedial/Developmental Studies in Post-Secondary Education/Newsletter. Vol. 3, No. 1-2. (Chicago, IL: Northeastern Illinois University Press, May 1979), p. 6.

The 1972 report of the American Association of Community and Junior Colleges reported in part that:

> Community colleges can and should deal with students having mild psychological disturbances and those who lack motivation. An open admission policy which is not coupled with intervention into the affective domain of such students will merely reinforce the failure syndrome.[17]

This observation is essentially a strong endorsement of special programs for those students who need them.

Recognition of the need to provide special assistance to certain subpopulations is reflected in the effort of the federal government. For example, the Higher Education Act of 1965 (section 417B) was amended to include special services for students pursuing postsecondary education.

The provisions read in part: "The Commissioner is authorized ... to make grants to, and contracts with, institutions of higher education, including institutions with vocational and career education programs."[18]

(1) identify qualified youths of financial or cultural need with an exceptional potential for postsecondary educational training and encourage them to complete secondary school and undertake postsecondary educational training, especially such youths who have delayed pursuing postsecondary educational

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17. An Agenda for National Action: Report of the 1972 Assembly of the American Association of Community and Junior Colleges. ed. Roger Yarrington. One Dupont Circle NW, Suite 410. (Washington, DC: American Association of Community and Junior Colleges 1973). p. 132)
18. The Higher Education Act of 1965, 20 U.S.C. Section 1070d-1(a) (1976).

training,

(2) provide counseling services and tutorial and other necessary assistance to such persons while attending such institutions, and

(3) serve as recruiting and counseling pools to coordinate resources and staff efforts of institutions of higher education and of other institutions offering programs of postsecondary education, in admitting educationally disadvantaged persons.

Other attempts are reflected in the efforts of various national organizations (formed within recent years) and those of state and local government. For example, about five years ago, the State of Wisconsin, through the governor and legislature, allocated a special sum in the regular budget to provide remedial services for educationally disadvantaged students entering the University of Wisconsin system. These funds have supplemented funds on those campuses where there are federally funded programs, as well as enabled several institutions to provide certain services that were previously lacking.

Those students who enter a four year college and find it difficult to succeed because of poor reading and computational skills have their counterpart in those who must receive upgrading in these areas in order to succeed in a vocational training program at the two-year college level.

In spite of past efforts, the major task remains to be

tackled and in this regard William Moore Jr. provides us with a critical reappraisal of community college responsibilities to the high-risk students. Moore calls attention to the fact that there is a real challenge confronting community colleges to serve high-risk students and that "...there is not a single community college writer of authority who is billed as an expert in motivation."[19] He cites several factors that need to be addressed. Among these are negative attitude by the faculty and administrators, and poor teaching and poor administrative support. Moore noted that:

> Community colleges are reported to be unique and innovative among higher education institutions, yet in spite of every opportunity for each new two-year institution to develop and establish a new governance and organizational configuration, the overwhelming majority of community colleges are organized bureaucratically and are governed from the top down. Likewise, in practice, structure, curriculum design, instructional development and educational format, the two-year college is more like the senior institution than it is different in response to high-risk students.[20]

In discussion the various remedial efforts such as counseling and remedial instruction, Moore noted that "the most innovative thing that community college people could do would be to simply teach low-achieving students how to read, write,

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19. William Moore Jr., Community College Response to High-Risk Student: A Critical Reappraisal. (Washington, DC: American Association of Community and Junior Colleges, 1976), p. 45.
20. Ibid., p. 45.

and figure more effectively."[21]

There is general agreement that as of now, community and technical colleges have not been able to define or find acceptable solutions to deal with academic deficiencies. Evidences to date do not suggest that community colleges are study-centered and that they are geographically accessible to most students. As a matter of fact, national leaders claim that it will take at least ten years to have a community college located within thirty-five miles of every potential student.

The Report from the National Center for Educational Statistics raises concern with respect to the response of vocational education to the needs of the masses. In 1976, it reported that there were 8,500 public and private non-collegiate post-secondary schools offering instructional programs in occupational training. Of this total, twelve percent were public institutions enrolling 468,400 students out of a total of 1,400,000. The point is, the undereducated or structurally unemployed can only make use of training offered in public institutions; they are not the ones attending private institutions.

The four service areas that are included in the survey are essentially the core of any special effort by institutions of higher learning to provide additional services for the educationally disadvantaged. Community and technical colleges in the large urban areas of America should be particularly

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21. Ibid., p. 23.

sensitive to the need for these programs. The responses from the survey should help shed some light on how administrators view this type of effort, although it should not be assumed that they have similar programs at their institutions. There is a perceived corollary between the nine graduate courses suggested for the improvement of administrative training and the four service areas. While it may not be difficult to argue that this corollary is far fetched, careful examination of contemporary requirements will tend to support the claim. For example, areas like intensive field experience and trends and issues in continuing and vocational education should help the new administrator to understand total community needs and broaden his/her perspective of the role of vocational education in contemporary America.

A Special Note on Recruitment

Recruitment is regarded as an integral part of any major postsecondary institution's effort to increase its enrollment of those who are educationally disadvantaged. It is a common fact that racial minorities are under-represented at most institutions of higher education. Crossland, in his study, Minority Access to College, states that Blacks, Chicanos, and Native Americans are under-representated by more than fifty percent of their population and that they make up only six percent of the university and college population. This figure of fifty percent may be somewhat misrepresentative in that

large numbers of minority students are in community colleges, which Crossland did not consider. This does not imply that community colleges do not have a need for recruitment.

Community and technical colleges have a duty to educate and serve the people who make up the surrounding communities. Vocational education should demonstrate the desire to serve the entire constituency, especially elements of subpopulations with special educational needs. Staff members who recruit should see their roles as more than just getting the students to the campus. Their function is also educational in nature. They must be able to articulate the mission of the institution.

Recruitment is necessary, particularly for educationally disadvantaged students, in order to inform them of the opportunities available in higher education. Several reports have suggested that these students are unaware of the number and types of higher educational institutions which will accept them and provide supportive programs to help them make a successful beginning in their college career. Many high school counselors, whether because of an excessive overload of student clients, too much paperwork, other duties, negligence, or whatever the cause, are not able to provide some students with the essential information needed to attend universities, colleges, technical institutes, community colleges or other educational institutions. Therefore, the job of the recruiter is not only to persuade or influence a student to attend the particular

institution which he represents, but to get him/her to make use of higher education regardless of the institution they choose. This is a broad role that any institution can play. Other duties include the education of the student as to the processes at the institution, such as how to fill out the adminissions application, the multiplicity of financial aid statements, as well as providing information on course selection, academic regulations, and choice of a major. Other information, such as what schools have supportive services, and how they can be helpful in the attainment of those stated goals and objectives, have been found to be very helpful in motivating students towards the attainment of a postsecondary education.

It has been suggested that large group meetings (more than ten students) with prospective students are less successful than individual or small group discussions. In a small group or individually, a student can ask questions without feeling stupid or belittled for what seems a "dumb" question by his peers. The recruiter can also address himself/herself to the specific areas of interest of the student(s). More individual and personal attention can be given, and encouragement is more likely to be given to an individual in a small group setting--a type of interaction not obtained in a large group setting. It could be particularly helpful to individuals who need additional education and/or training or skills upgrading--such

as housewives seeking to reenter the work force, adults who wish to get off the welfare role, or young adults who need special encouragement to obtain additional training.

Provisions for allowing individualized or small group approach should not be regarded as something "special" or "different", but should be examined within the context of the institution's mission to serve the needs of a particular group of clientele.

Recruiters should also visit many agencies and organizations not associated directly with high schools, but which have contact with individuals who could benefit from their institutions' programs. Some of these agencies include educational opportunity centers, Spanish centers, talent search projects, United Migrant Opportunity Services Centers (UMOS), Latin American Council, community centers, boys' clubs, Upward Bound Programs, and Native American centers. Knowledge of these programs and the personnel in charge is likely to assist recruiters in locating prospective students.

The foregoing brief discussion on recruiting brings a few facts to light. These can be listed as follows:

1. There must be commitment by the institution and such commitment must be tangible; i.e., hiring of specially trained recruiters, and setting up support programs which will help attract students.
2. Recruiting must be carefully planned.

3. There must be recognition that approaches which may be used for some groups can be totally disastrous when applied to minority groups.
4. Recruiters should have first-hand knowledge of the community and a wide range of contacts.
5. In order to do an effective job, adequate funds are necessary.
6. Recruiters should have working knowledge of the institution's academic program and regulations as well as other important information dealing with the mission of the institution.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents the results of statistical analysis of the survey with explanations and comments where appropriate. The statistical package for the social science (SPSS) was used to obtain a descriptive analysis of the data. Major elements of the analysis of the data are as follows:

1. Frequencies were determined for all variables to ascertain the number of respondents per category code for each variable.
2. Frequencies were determined for all variables to ascertain the number of respondents (chancellors and presidents combined) per category code for each variable.
3. Means and standard deviations were calculated for each variable.
4. Respondent group and priority rating of variables were cross-tabulated.

There were 225 survey forms mailed. Of this total 217 were sent to chancellors and presidents of community and area technical colleges. The remaining 8 were sent to professors of continuing and vocational education and others closely connected with vocational education at the post-secondary level. Initial response was 164 or 72.9 percent. No follow-up attempt was made. Examination of the breakdown of respondents reveals

that the overwhelming number were presidents (106).

Section One

This section represents the analysis of the combined responses of all categories of respondents for all thirteen variables in the survey. (see Table 1, page 64.) It further reflects a breakdown of the number of respondents in each of the category ratings (low to high) and the corresponding percentage, relative to the total number of respondents. For example, examination of Table two reveals the following:

-One hundred and sixty-four (164) respondents rated the importance of Urban/Community Education for Vocational Education administrators.

-Forty-four (44) or 26.8 percent rated it as a high priority subject while 81 or 49.4 percent gave it a medium high priority rating. The analysis of the responses to the other variables in the survey can be examined in Tables 3-14. The analysis for each variable is similar to that of Table 2. They can be examined and interpreted on the basis of the explanation given for Table two. It is not considered essential to provide a description of each table.

Table 15 is a ranking of the prioritized rating of the thirteen variables in the survey. On a scale of 1-5, this calculated mean represented the significance that the 164 respondents attached to each variable--as a graduate course offered for key administrators of vocational education or as a service

offered for the structurally unemployed or educationally disadvantaged.

TABLE 1

PRIORITY RATINGS OF ADMINISTRATIVE
NEEDS AND PROGRAM SERVICES
ANALYTICAL OVERVIEW

		Responses		
Category Label	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Chancellors Community College	1	6	3.7	3.7
Presidents Community College	2	107	65.2	65.2
Director Area Technical College	3	8	4.9	4.9
Vice President Community Technical College	4	10	6.1	6.1
Director Vocational Education College	5	9	5.5	5.5
Professor of Continuing and Vocational Education	6	6	3.7	3.7
Dean Occupational Education	7	11	6.7	6.7
Other	8	7	4.3	4.3
	Total	164	100.0	100.0

This table represents a breakdown of the total number of respondents and the corresponding percentage of each category.

TABLE 2

PRIORITY RATINGS FOR ADMINISTRATIVE TRAINING NEEDS IN URBAN/COMMUNITY EDUCATION

(Preference for Graduate Course)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	3	1.8	1.8
Medium Priority	3	36	22.0	22.0
Medium High Priority	4	81	49.4	49.4
High Priority	5	44	26.8	26.8
	Total	164	100.0	100.0

Mean = 4.012 Standard Deviation = 0.751

TABLE 3

PRIORITY RATINGS FOR ADMINISTRATIVE NEEDS IN COLLECTIVE BARGAINING AND LABOR CONTRACT NEGOTIATIONS

(Preference for Graduate Course)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	3	1.8	1.8
Medium Low Priority	2	7	4.3	4.3
Medium Priority	3	32	19.5	19.5
Medium High Priority	4	55	33.5	33.5
High Priority	5	67	40.9	40.9
	Total	164	100.0	100.0

Mean = 4.073 Standard Deviation = 0.969

TABLE 4

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
TRENDS AND ISSUES IN VOCATIONAL EDUCATION

(Preference for Graduate Course)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	1	0.6	0.6
Medium Priority	3	26	15.9	15.9
Medium High Priority	4	68	41.5	41.5
High Priority	5	69	42.1	42.1
	Total	164	100.0	100.0

Mean = 4.250 Standard Deviation = 0.738

TABLE 5

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
GRADUATE COURSE IN ANALYSIS OF PRINCIPLES OF
CAREER EDUCATION

(Preference for Graduate Course)

Analysis of Responses

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.6	0.6
Medium Low Priority	2	8	4.9	4.9
Medium Priority	3	46	28.0	28.0
Medium High Priority	4	68	41.5	41.5
High Priority	5	41	25.0	25.0
	Total	164	100.0	100.0

Mean = 3.854 Standard Deviation = 0.874

TABLE 6

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
GRADUATE COURSE IN BUDGET PREPARATION AND FISCAL MANAGEMENT

(Preference for Graduate Course)

Analysis of Responses

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.6	0.6
Medium Low Priority	2	1	0.6	0.6
Medium Priority	3	10	6.1	6.1
Medium High Priority	4	49	29.9	29.9
High Priority	5	103	62.8	62.8
	Total	164	100.0	100.0

Mean = 4.537 Standard Deviation = 0.695

TABLE 7

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
GRADUATE COURSE IN FUNDAMENTALS OF ECONOMIC PRINCIPLES

(Preference for Graduate Course)

Analysis of Responses

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	2	1.2	1.2
Medium Priority	3	37	22.6	22.6
Medium High Priority	4	75	45.7	45.7
High Priority	5	50	30.5	30.5
	Total	164	100.0	100.0

Mean = 4.055 Standard Deviation = 0.761

TABLE 8

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
THE VOCATIONAL EDUCATION ENTERPRISE, GOVERNANCE
AND FUNDING SOURCES

(Preference for Graduate Course)

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.6	0.6
Medium Low Priority	2	8	4.9	4.9
Medium Priority	3	39	23.8	23.8
Medium High Priority	4	67	40.9	40.9
High Priority	5	49	29.9	29.9
	Total	164	100.0	100.0

Mean = 3.945 Standard Deviation = 0.888

TABLE 9

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
ANALYSIS OF INTENSIVE FIELD EXPERIENCE
BY ALL RESPONDENTS

(Preference for Graduate Course)

	Responses			
Cagegory Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	2	1.2	1.2
Medium Low Priority	2	14	8.5	8.5
Medium Priority	3	55	33.5	33.5
Medium High Priority	4	56	34.1	34.1
High Priority	5	37	22.6	22.6
	Total	164	100.0	100.0

Mean = 3.683 Standard Deviation = 0.958

TABLE 10

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
ANALYSIS OF INDUSTRIAL PSYCHOLOGY
BY ALL RESPONDENTS

(Preference for Graduate Course)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	7	4.3	4.3
Medium Low Priority	2	14	8.5	8.5
Medium Priority	3	59	36.0	36.0
Medium High Priority	4	53	32.3	32.2
High Priority	5	31	18.9	18.9
	Total	164	100.0	100.0

Mean = 3.530 Standard Deviation = 1.030

TABLE 11

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF SYSTEMATIC RECRUITING OF THE UNDEREDUCATED

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	3	1.8	1.8
Medium Priority	3	23	14.0	14.0
Medium High Priority	4	61	37.2	37.2
High Priority	5	77	47.0	47.0
	Total	164	100.0	100.0

Mean = 4.293 Standard Deviation = 0.775

TABLE 12

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF CAREER GUIDANCE AND COUNSELING

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	2	1.2	1.2
Medium Priority	3	23	14.0	14.0
Medium High Priority	4	53	32.3	32.3
High Priority	5	86	52.4	52.4
	Total	164	100.0	100.0

Mean = 4.360 Standard Deviation = 0.767

TABLE 13

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF AUXILIARY PROGRAMS FOR EDUCATIONAL DISADVANTAGED
BY ALL RESPONDENTS

Category Level	Responses: Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Pricrity	1	0	0	0
Medium Low Priority	2	4	2.4	2.4
Medium Priority	3	29	17.7	17.7
Medium High Priority	4	56	34.1	34.1
High Priority	5	75	45.7	45.7
	Total	164	100.0	100.0

Mean = 4.232 Standard Deviation = 0.826

TABLE 14

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF SPECIAL FISCAL SUPPORT FOR AUXILIARY PROGRAMS

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	3	1.8	1.8
Medium Low Priority	2	4	2.4	2.4
Medium Priority	3	34	20.7	20.7
Medium High Priority	4	61	37.2	37.2
High Priority	5	62	37.8	37.8
	Total	164	100.0	100.0

Mean = 4.067 Standard Deviation = 0.921

TABLE 15

RANKING OF PRIORITIZED RATING--ALL RESPONDENTS

	Variable	Mean Score
1.	Budget Preparation and Fiscal Management	4.537
2.	Career Guidance and Counseling for the Educationally Disadvantaged	4.360
3.	Systematic Recruiting of the Undereducated	4.293
4.	Trends and Issues in Continuing and Vocational Education	4.250
5.	Auxiliary Academic Programs for Educationally Disadvantaged	4.232
6.	Collective Bargaining and Labor Contract Negotiations	4.073
7.	Special Fiscal Support for Academic Auxiliary Programs	4.067
8.	Economics--Basic Concepts	4.055
9.	Urban/Community Education	4.012
10.	The Vocational Education Enterprise--Governance Funding Sources	3.945
11.	Principles of Career Education	3.854
12.	Practical Field Training	3.683
13.	Industrial Psychology	3.530

Section Two

This section represents an analysis of the combined responses of chancellors and presidents of community and area technical colleges. It further reflects a breakdown of the number of respondents in each category code (low to high) and the corresponding percentage, relative to the total number of respondents. For example, examination of Table 16 reveals the following:

1. One hundred and thirteen (113) respondents rated the importance of Urban/Community Education for inclusion in graduate study for preparation of administrators of vocational education.
2. Of a total of one hundred and thirteen (113) responses, 27 or 23.9 percent rated urban/community education as a high priority course, 57 or 50.4 percent rated it as a medium to high priority course and 28 or 24.8 percent rated it as a medium priority course. Analysis of remaining variables listed in the survey, are reflected in Tables 17-28, 17-24 for graduate courses, and 25-28 for service areas. Table 29 represents a prioritizing of variables based on examination of the mean scores. It should be noted that the first three variables, in order of importance in Table 16, are identical to those in Table 29.

This section forms the core of the survey and analysis.

It represents 113 or approximately 69 percent of the total number of respondents. Moreover, it represents the persons to whom the survey was directed--chancellors and presidents of community colleges, technical institutes, and area vocational schools.

The analysis in this section is presented in Tables 16-29, representing nine graduate courses and four services. Table 29 reflects ranking of the prioritizing rating of the 113 respondents in this section.

The analysis for each variable is similar; each table can be examined for mean and standard deviation. Individual description of each is not considered essential.

TABLE 16

PRIORITY RATINGS FOR ADMINISTRATIVE TRAINING NEEDS IN URBAN/COMMUNITY EDUCATION

(Preference for Graduate Course--
Chancellors and Presidents Combined)

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	28	24.8	24.8
Medium High Priority	4	57	50.4	50.4
High Priority	5	27	23.9	23.9
	Total	113*	100.0	100.0

Mean = 3.973 Standard Deviation = 0.725

*N = 113 is a combination of chancellors and presidents.

TABLE 17

COLLECTIVE BARGAINING AND LABOR CONTRACT NEGOTIATIONS

(Preference for Graduate Course--
Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.9	0.9
Medium Low Priority	2	5	4.4	4.4
Medium Priority	3	19	16.8	16.8
Medium High Priority	4	39	34.5	34.5
High Priority	5	49	43.4	43.4
	Total	113	100.0	100.0

Mean = 4.150 Standard Deviation = 0.913

TABLE 18

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
TRENDS AND ISSUES IN VOCATIONAL EDUCATION

(Preference for Graduate Course--
Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	20	17.7	17.7
Medium High Priority	4	49	43.4	43.4
High Priority	5	43	38.1	38.1
	Total	113	100.0	100.0

Mean = 4.186 Standard Deviation = 0.751

TABLE 19

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
GRADUATE COURSE IN ANALYSIS OF PRINCIPLES OF
CAREER EDUCATION

(Preference for Graduate Course--
Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	5	4.4	4.4
Medium Priority	3	31	27.4	27.4
Medium High Priority	4	51	45.1	45.1
High Priority	5	26	23.0	23.0
	Total	113	100.0	100.0

Mean = 3.867 Standard Deviation = 0.818

TABLE 20

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
GRADUATE COURSE IN BUDGET PREPARATION AND FISCAL MANAGEMENT

(Preference for Graduate Course--
Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.9	0.9
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	10	8.8	8.8
Medium High Priority	4	32	28.3	28.3
High Priority	5	69	61.1	61.1
	Total	113	100.0	100.0

Mean = 4.478 Standard Deviation = 0.769

TABLE 21

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
GRADUATE COURSE IN FUNDAMENTALS OF ECONOMIC PRINCIPLES

(Preference for Graduate Course--
Chancellors and Presidents Combined)

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	2	1.8	1.8
Medium Priority	3	30	26.5	26.5
Medium High Priority	4	52	46.0	46.0
High Priority	5	29	25.7	25.7
	Total	113	100.0	100.0

Mean = 3.956 Standard Deviation = 0.772

TABLE 22

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
THE VOCATIONAL EDUCATION ENTERPRISE, GOVERNANCE
AND FUNDING SOURCES

(Preference for Graduate Course--
Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.9	0.9
Medium Low Priority	2	6	5.3	5.3
Medium Priority	3	33	29.2	29.2
Medium High Priority	4	44	38.9	38.9
High Priority	5	29	25.7	25.7
	Total	113	100.0	100.0

Mean = 3.832 Standard Deviation = 0.905

TABLE 23

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
ANALYSIS OF INTENSIVE FIELD EXPERIENCE

(Preference for Graduate Course--
Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.9	0.9
Medium Low Priority	2	10	8.8	8.8
Medium Priority	3	40	35.4	35.4
Medium High Priority	4	42	37.2	37.2
High Priority	5	20	17.7	17.7
	Total	113	100.0	100.0

Mean = 3.619 Standard Deviation = 0.909

TABLE 24

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
ANALYSIS OF INDUSTRIAL PSYCHOLOGY

(Preference for Graduate Course--
Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	6	5.3	5.3
Medium Low Priority	2	9	8.0	8.0
Medium Priority	3	43	38.1	38.1
Medium High Priority	4	37	32.7	32.7
High Priority	5	18	15.9	15.9
	Total	113	100.0	100.0

Mean = 3.460 Standard Deviation = 1.027

TABLE 25

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF SYSTEMATIC RECRUITING OF THE UNDEREDUCATED

(Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	16	14.2	14.2
Medium High Priority	4	49	43.4	43.4
High Priority	5	47	41.6	41.6
	Total	113	100.0	100.0

Mean = 4.257 Standard Deviation = 0.729

TABLE 26

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF CAREER GUIDANCE AND COUNSELING

(Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	15	13.3	13.3
Medium High Priority	4	41	36.3	36.3
High Priority	5	56	49.6	49.6
	Total	113	100.0	100.0

Mean = 4.345 Standard Deviation = 0.741

TABLE 27

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF ACADEMIC SUPPORT PROGRAMS FOR DISADVANTAGED

(Chancellors and Presidents Combined)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	3	2.7	2.7
Medium Priority	3	18	15.9	15.9
Medium High Priority	4	46	40.7	40.7
High Priority	5	46	40.7	40.7
	Total	113	100.0	100.0

Mean = 4.195 Standard Deviation = 0.800

TABLE 28

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF STATE AND FEDERAL SUPPORT

(Chancellors and Presidents Combined)

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	2	1.8	1.8
Medium Low Priority	2	4	3.5	3.5
Medium Priority	3	26	23.0	23.0
Medium High Priority	4	50	44.2	44.2
High Priority	5	31	27.4	27.4
	Total	113	100.0	100.0

Mean = 3.920 Standard Deviation = 0.898

TABLE 29

RANKING OF PRIORITIZED RATING--ALL RESPONDENTS

	Variable	Mean Score
1.	Budget Preparation and Fiscal Management	4.478
2.	Special Career Guidance and Counseling for the Educationally Disadvantaged	4.345
3.	Systematic Recruiting of the Undereducated	4.257
4.	Special Auxiliary Academic Programs for the Educationally Disadvantaged	4.195
5.	Trends and Issues in Continuing and Vocational Education	4.186
6.	Collective Bargaining and Labor Contract Negotiations	4.150
7.	Urban/Community Education	3.973
8.	Economics--Basic Concepts	3.956
9.	Special State and Federal Fiscal Support for Auxiliary Academic Programs	3.920
10.	Principles of Career Education (Graduate Course)	3.867
11.	The Vocational Education Enterprise--Governance, Funding Sources	3.832
12.	Practical Field Training	3.619
13.	Industrial Psychology	3.460

Section Three

This section represents the analysis of responses for all variables by presidents of community colleges, area technical colleges, and technical institutes. These are all post-secondary two-year institutions of less than baccalaureate offerings.

Section Three also reflects a breakdown of the number of respondents in each category code for each variable and the corresponding percentage. For example, examination of Table 30 reveals the following:

- There were 107 presidents who responded to the survey.
- Of the one hundred and seven (107) who responded, 26 or 24.3 percent rated Urban/Community Education as a high priority graduate course, 52 or 48.6 percent rated it as a medium to high priority course, and 28 or 26.2 percent rated it as a medium priority course.

Responses to the remaining eight graduate courses are reflected in Tables 31-38. Responses to the four service areas for those who are educationally disadvantaged and/or structurally unemployed are reflected in Tables 39-42. Table 43 is a prioritizing of the observed mean for each variable. It should be compared with Tables 15 and 29.

This section reflects responses by presidents only. It differs slightly from Section Two. There are six less respondents. Its importance is slightly less than that of

Section Two. To the extent that presidents of community colleges and area vocational schools have to provide educational leadership in program innovation and expansion, and must promote human resource development on a broad scale and prioritize because of limited resource allocations, this section can be viewed as no less important than any other.

TABLE 30

PRIORITY RATINGS FOR ADMINISTRATIVE TRAINING NEEDS IN URBAN/COMMUNITY EDUCATION

(Preference for Graduate Course--Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	28	26.2	26.2
Medium High Priority	4	52	48.6	48.6
High Priority	5	26	24.3	24.3
	Total	107*	100.0	100.0

Mean = 3.963 Standard Deviation = 0.739

*N = 107 presidents only.

TABLE 31

PRIORITY RATINGS FOR ADMINISTRATIVE TRAINING NEEDS--
COLLECTIVE BARGAINING AND LABOR CONTRACT NEGOTIATIONS

(Preference for Graduate Course--
Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.9	0.9
Medium Low Priority	2	4	3.7	3.7
Medium Priority	3	19	17.8	17.8
Medium High Priority	4	36	33.6	33.6
High Priority	5	47	43.9	43.9
	Total	107	100.0	100.0

Mean = 4.159 Standard Deviation = 0.913

TABLE 32

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
TRENDS AND ISSUES IN VOCATIONAL EDUCATION

(Preference for Graduate Course--
Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	20	18.7	18.7
Medium High Priority	4	45	42.1	42.1
High Priority	5	41	38.3	38.3
	Total	107	100.0	100.0

Mean = 4.178 Standard Deviation = 0.762

TABLE 33

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
GRADUATE COURSE IN ANALYSIS OF PRINCIPLES OF
CAREER EDUCATION

(Preference for Graduate Course--
Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	5	4.7	4.7
Medium Priority	3	30	28.0	28.0
Medium High Priority	4	49	45.8	45.8
High Priority	5	23	21.5	21.5
	Total	107	100.0	100.0

Mean = 3.841 Standard Deviation = 0.814

TABLE 34

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
GRADUATE COURSE IN BUDGET PREPARATION AND FISCAL MANAGEMENT

(Preference for Graduate Course--
Presidents)

	Responses			
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.9	0.9
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	10	9.3	9.3
Medium High Priority	4	29	27.1	27.1
High Priority	5	66	61.7	61.7
	Total	107	100.0	100.0

Mean = 4.477 Standard Deviation = 0.781

TABLE 35

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
GRADUATE COURSE IN FUNDAMENTALS OF ECONOMIC PRINCIPLES

(Preference for Graduate Course--
Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	2	1.9	1.9
Medium Priority	3	29	27.1	27.1
Medium High Priority	4	49	45.8	45.8
High Priority	5	27	25.2	25.2
	Total	107	100.0	100.0

Mean = 3.944 Standard Deviation = 0.775

TABLE 36

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
THE VOCATIONAL EDUCATION ENTERPRISE, GOVERNANCE
AND FUNDING SOURCES

(Preference for Graduate Course--
Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.9	0.9
Medium Low Priority	2	5	4.7	4.7
Medium Priority	3	31	29.0	29.0
Medium High Priority	4	42	39.3	39.3
High Priority	5	28	26.2	26.2
	Total	107	100.0	100.0

Mean = 3.850 Standard Deviation = 0.899

TABLE 37

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
ANALYSIS OF INTENSIVE FIELD EXPERIENCE

(Preference for Graduate Course--
Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	1	0.9	0.9
Medium Low Priority	2	10	9.3	9.3
Medium Priority	3	38	35.5	35.5
Medium High Priority	4	38	35.5	35.5
High Priority	5	20	18.7	18.7
	Total	107	100.0	100.0

Mean = 3.617 Standard Deviation = 0.928

TABLE 38

PRIORITY RATINGS OF ADMINISTRATIVE TRAINING NEEDS--
ANALYSIS OF INDUSTRIAL PSYCHOLOGY

(Preference for Graduate Course--
Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	5	4.7	4.7
Medium Low Priority	2	8	7.5	7.5
Medium Priority	3	43	40.2	40.2
Medium High Priority	4	33	30.8	30.8
High Priority	5	18	16.8	16.8
	Total	107	100.0	100.0

Mean = 3.477 Standard Deviation = 1.013

TABLE 39

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF SYSTEMATIC RECRUITING OF THE UNDEREDUCATED

(Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	15	14.0	14.0
Medium High Priority	4	46	43.0	43.0
High Priority	5	45	42.1	42.1
	Total	107	100.0	100.0

Mean = 4.262 Standard Deviation = 0.731

TABLE 40

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF SPECIALLY DESIGNED CAREER GUIDANCE
AND COUNSELING PROGRAMS

(Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	1	0.9	0.9
Medium Priority	3	14	13.1	13.1
Medium High Priority	4	40	37.4	37.4
High Priority	5	52	48.6	48.6
	Total	107	100.0	100.0

Mean = 4.336 Standard Deviation = 0.739

TABLE 41

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF ACADEMIC SUPPORT PROGRAMS FOR DISADVANTAGED

(Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	0	0	0
Medium Low Priority	2	2	1.9	1.9
Medium Priority	3	18	16.8	16.8
Medium High Priority	4	42	39.3	39.3
High Priority	5	45	42.1	42.1
	Total	107	100.0	100.0

Mean = 4.215 Standard Deviation = 0.789

TABLE 42

PRIORITY RATINGS OF PROGRAM SERVICES--
ANALYSIS OF STATE AND FEDERAL SUPPORT

(Presidents)

		Responses		
Category Level	Category Code	Number of Responses	Percentage	Adjusted Frequency %
Low Priority	1	2	1.9	1.9
Medium Low Priority	2	4	3.7	3.7
Medium Priority	3	24	22.4	22.4
Medium High Priority	4	48	44.9	44.9
High Priority	5	29	27.1	27.1
	Total	107	100.0	100.0

Mean = 3.916 Standard Deviation = 0.902

TABLE 43

RANKING OF PRIORITIZED RATING--ALL RESPONDENTS

	Variable	Mean Score
1.	Budget Preparation and Fiscal Management	4.477
2.	Career Guidance and Counseling for the Educationally Disadvantaged	4.336
3.	Systematic Recruiting of the Undereducated	4.333
4.	Special Auxiliary Academic Support Programs for the Educationally Disadvantaged	4.215
5.	Trends and Issues in Continuing and Vocational Education	4.178
6.	Collective Bargaining and Labor Contract Negotiations	4.159
7.	Urban/Community Education	3.463
8.	Economics--Basic Concepts	3.944
9.	Special Fiscal Support for Academic Auxiliary Programs	3.916
10.	The Vocational Education Enterprise--Governance, Funding Sources	3.850
11.	Principles of Career Education (Graduate Course)	3.841
12.	Practical Field Training	3.617
13.	Industrial Psychology	3.477

Section Four

This section represents cross-tabulation of respondent groups, with priority rating for each category. Essentially, it provides a breakdown of the responses by all categories of responses for a particular variable. Examination of Table 44 reveals the following:

- There were 164 respondents who rated the importance of Urban/Community Education as a graduate course for preparation of administrators of vocational education programs in large urban areas.
- There were seven (7) respondent groups, the smallest being six (6) and the largest 107. The combined responses relative to category code were as follows:

(1) high priority	26.8 percent
(2) medium high priority	49.4 percent
(3) medium priority	22.0 percent
(4) medium low priority	1.8 percent

The breakdown of combined responses to the remaining variables in the investigation can be examined in Tables 44-54.

TABLE 44

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY:
ADMINISTRATIVE TRAINING NEEDS IN URBAN/COMMUNITY EDUCATION

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	---	---	5 (3.9)	1 (0.6)	6
President Community Colleges	---	1 (0.6)	28 (17.1)	52 (31.7)	26 (15.9)	107 (65.2)
Director Area Technical Colleges	---	1 (0.6)	---	5 (3.0)	2 (1.2)	8 (4.9)
Vice President Community Colleges	---	---	2 (1.2)	---	2 (1.2)	10 (6.1)
Director Vocational Education	---	---	2 (1.2)	3 (1.8)	4 (2.4)	9 (5.5)
Professor of Continuing and Vocational Education	---	---	---	5 (3.0)	1 (0.6)	6 (3.7)
Dean Occupational Education	---	1 (0.6)	3 (1.8)	2 (1.2)	5 (3.0)	11 (6.7)
Total		3 (1.8)	32 (22.0)	81 (49.4)	44 (26.8)	164 (100.0)

TABLE 45

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY:
ADMINISTRATIVE TRAINING NEEDS IN COLLECTIVE BARGAINING
AND LABOR CONTRACT NEGOTIATIONS

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	1 (0.6)	---	3 (1.8)	2 (1.2)	6 (3.7)
President Community Colleges	1 (0.6)	4 (2.4)	19 (11.6)	36 (22.0)	47 (28.7)	107 (65.2)
Director Area Technical Colleges	---	---	3 (1.8)	3 (1.8)	2 (1.2)	8 (4.9)
Vice President Community Colleges	1 (0.6)	1 (0.6)	2 (1.2)	3 (1.8)	3 (1.8)	10 (6.1)
Director Vocational Education	1 (0.6)	1 (0.6)	1 (0.6)	3 (1.2)	4 (2.4)	9 (5.5)
Professor of Continuing and Vocational Education	---	---	2 (1.2)	2 (1.2)	2 (1.2)	6 (3.7)
Dean Occupational Education	---	---	3 (1.8)	4 (2.4)	4 (2.4)	11 (6.7)
Total	3 (1.8)	7 (4.3)	32 (19.5)	55 (33.5)	67 (40.9)	164 (100.0)

TABLE 46

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY:
TRENDS AND ISSUES IN VOCATIONAL EDUCATION

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	---	---	4 (2.4)	2 (1.2)	6 (3.7)
President Community Colleges	---	1 (0.6)	20 (12.2)	45 (27.4)	41 (25.0)	107 (65.2)
Director Area Technical Colleges	---	---	1 (0.6)	4 (2.4)	3 (1.8)	8 (4.9)
Vice President Community Colleges	---	---	---	5 (3.0)	5 (3.0)	10 (4.1)
Director Vocational Education	---	---	1 (0.6)	2 (1.2)	6 (3.7)	9 (5.5)
Professor of Continuing and Vocational Education	---	---	---	2 (1.2)	4 (2.4)	6 (3.7)
Dean Occupational Education	---	---	2 (1.2)	5 (3.0)	5 (3.0)	11 (6.7)
Total	3 (1.8)	7 (4.3)	32 (19.5)	55 (33.5)	67 (40.9	164 (100.0)

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TABLE 47

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY: PRINCIPLES OF CAREER EDUCATION

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	---	1 (0.6)	2 (0.6)	3 (1.8)	6 (3.7)
President Community Colleges	---	5 (3.0)	30 (18.3)	49 (29.9)	23 (14.0)	107 (65.2)
Director Area Technical Colleges	---	1 (0.6)	2 (1.2)	4 (2.4)	1 (0.6)	8 (4.9)
Vice President Community Colleges	---	---	3 (1.8)	4 (2.4)	3 (1.8)	10 (6.1)
Director Vocational Education	---	---	2 (1.2)	4 (2.4)	3 (1.8)	9 (5.5)
Professor of Continuing and Vocational Education	---	1 (0.6)	2 (1.2)	1 (0.6)	2 (1.2)	6 (3.7)
Dean Occupational Education	1 (0.6)	---	3 (1.8)	3 (1.8)	4 (2.4)	11 (6.7)
Total	1 (0.6)	8 (4.9)	46 (28.0)	68 (41.5)	41 (25.0)	164 (100.0)

TABLE 48

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY:
BUDGET PREPARATION AND FISCAL MANAGEMENT

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	---	---	3 (1.8)	3 (1.8)	6 (3.7)
President Community Colleges	1 (0.6)	1 (0.6)	10 (6.1)	29 (17.7)	66 (40.2)	107 (65.2)
Director Area Technical Colleges	---	---	---	2 (1.2)	6 (3.7)	8 (4.9)
Vice President Community Colleges	---	---	---	3 (1.8)	7 (4.3)	10 (6.1)
Director Vocational Education	---	---	---	2 (1.2)	7 (4.3)	9 (5.5)
Professor of Continuing and Vocational Education	---	---	---	4 (2.4)	2 (1.2)	6 (3.7)
Dean Occupational Education	---	---	---	4 (2.4)	7 (4.3)	11 (6.7)
Total	1 (0.6)	1 (0.6)	10 (6.1)	49 (29.9)	103 (62.8)	164 (100.0)

TABLE 49

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY: ECONOMICS--FUNDAMENTALS

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	---	1 (0.6)	3 (1.8)	2 (1.2)	6 (3.7)
President Community Colleges	---	2 (1.2)	29 (17.7)	49 (29.9)	27 (16.5)	107 (65.2)
Director Area Technical Colleges	---	---	2 (1.2)	3 (1.8)	3 (1.8)	8 (4.9)
Vice President Community Colleges	---	---	---	6 (3.7)	4 (2.4)	10 (6.1)
Director Vocational Education	---	---	3 (1.8)	3 (1.8)	3 (1.8)	9 (5.5)
Professor of Continuing and Vocational Education	---	---	---	2 (1.2)	4 (2.4)	6 (3.7)
Dean Occupational Education	---	2 (1.2)	5 (3.0)	4 (2.4)	11 (6.7)	
Total	---	2 (1.2)	37 (22.6)	75 (45.7)	50 (30.5)	164 (100.0)

TABLE 50

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY:
THE VOCATIONAL EDUCATION ENTERPRISE, GOVERNANCE AND FUNDING SOURCES

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	1 (0.6)	2 (1.2)	2 (1.2)	1 (0.6)	6 (3.7)
President Community Colleges	1 (0.6)	5 (3.0)	31 (18.9)	42 (25.6)	28 (17.1)	107 (65.2)
Director Area Technical Colleges	---	---	---	4 (2.4)	4 (2.4)	8 (4.9)
Vice President Community Colleges	---	---	2 (1.2)	3 (1.8)	5 (3.0)	10 (6.1)
Director Vocational Education	---	---	1 (0.6)	2 (1.2)	6 (3.7)	9 (5.5)
Professor of Continuing and Vocational Education	---	---	1 (0.6)	4 (2.4)	1 (0.6)	6 (3.7)
Dean Occupational Education	---	2 (1.2)	1 (0.6)	5 (3.0)	3 (1.8)	11 (6.7)
Total	1 (0.6)	8 (4.9)	39 (23.8)	67 (40.9)	49 (29.9)	164 (100.0)

TABLE 51

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY: INTENSIVE FIELD EXPERIENCE

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	---	2 (1.2)	4 (2.4)	---	6 (3.7)
President Community Colleges	1 (0.6)	10 (6.1)	38 (23.2)	38 (23.2)	20 (12.2)	107 (65.2)
Director Area Technical Colleges	---	---	5 (3.0)	3 (1.8)	---	8 (4.9)
Vice President Community Colleges	---	1 (0.6)	3 (1.8)	3 (1.8)	3 (1.8)	10 (6.1)
Director Vocational Education	---	1 (0.6)	2 (1.2)	3 (1.8)	3 (1.8)	9 (5.5)
Professor of Continuing and Vocational Education	---	1 (0.6)	1 (0.6)	2 (1.2)	2 (1.2)	6 (3.7)
Dean Occupational Education	1 (0.6)	1 (0.6)	3 (1.8)	2 (1.2)	4 (2.4)	11 (6.7)
Total	2 (1.2)	14 (8.5)	55 (33.5)	56 (34.1)	37 (22.6)	164 (100.0)

TABLE 52

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY: INDUSTRIAL PSYCHOLOGY

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	1 (0.6)	1 (0.6)	---	4 (2.4)	---	6 (3.7)
President Community Colleges	5 (3.0)	8 (4.9)	43 (26.2)	33 (20.1)	18 (11.0)	107 (65.2)
Director Area Technical Colleges	---	2 (1.2)	3 (1.8)	3 (1.8)	---	8 (4.9)
Vice President Community Colleges	---	2 (1.2)	4 (2.4)	3 (1.8)	1 (0.6)	10 (6.1)
Director Vocational Education	---	---	1 (0.6)	3 (1.8)	5 (3.0)	9 (5.5)
Professor of Continuing and Vocational Education	---	---	3 (1.8)	2 (1.2)	1 (0.6)	6 (3.7)
Dean Occupational Education	1 (0.6)	---	4 (2.4)	4 (2.4)	2 (1.2)	11 (6.7)
Total	7 (4.3)	14 (8.5)	59 (36.0)	53 (32.3)	31 (18.9)	164 (100.0)

TABLE 53

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY:
PROGRAM SERVICES--SYSTEMATIC RECRUITING OF THE UNDEREDUCATED

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	---	1 (0.6)	3 (1.8)	2 (1.2)	6 (3.7)
President Community Colleges	---	1 (0.6)	15 (9.1)	46 (28.0)	45 (27.4)	107 (65.2)
Director Area Technical Colleges	---	---	2 (1.2)	2 (1.2)	4 (2.4)	8 (4.9)
Vice President Community Colleges	---	---	1 (0.6)	---	9 (5.5)	10 (6.1)
Director Vocational Education	---	1 (0.6)	1 (0.6)	3 (1.8)	4 (2.4)	9 (5.5)
Professor of Continuing and Vocational Education	---	---	1 (0.6)	1 (0.6)	4 (2.4)	6 (3.7)
Dean Occupational Education	---	1 (0.6)	1 (0.6)	6 (3.7)	3 (1.8)	11 (6.7)
Total	---	3 (1.8)	23 (14.0)	61 (37.2)	77 (47.0)	164 (100.0)

TABLE 54

CROSS TABULATION OF RESPONDENT GROUP WITH PRIORITY RATING FOR CATEGORY:
PROGRAM SERVICES--SPECIAL CAREER GUIDANCE AND COUNSELING FOR DISADVANTAGED

Respondent Group	Low Priority (1)	Medium Low Priority (2)	Medium Priority (3)	Medium High Priority (4)	High Priority (5)	Row Score
Chancellor Community Colleges	---	---	1 (0.6)	1 (0.6)	4 (2.4)	6 (3.7)
President Community Colleges	---	---	14 (8.5)	40 (24.4)	52 (31.7)	107 (65.2)
Director Area Technical Colleges	---	---	2 (1.2)	2 (1.2)	4 (2.4)	8 (4.9)
Vice President Community Colleges	---	---	---	4 (2.4)	6 (3.7)	10 (6.1)
Director Vocational Education	---	---	3 (1.8)	1 (0.6)	5 (3.0)	9 (5.5)
Professor of Continuing and Vocational Education	---	---	---	2 (1.2)	4 (2.4)	6 (3.7)
Dean Occupational Education	---	---	2 (1.2)	1 (0.6)	---	11 (6.7)
Total	---	---	23 (14.0)	53 (32.3)	86 (52.4)	164 (100.0)

CHAPTER V

SUMMARY AND OBSERVATIONS

The purpose of this investigation was two-fold. First it was an attempt to identify curricular areas that are viewed by administrators of vocational education as helpful in strengthening managerial and administrative skills. Secondly, it was an attempt to solicit response to a number of special service areas that are viewed as helpful in expanding the delivery of vocational education at the postsecondary level to the structurally unemployed and undereducated.

Responses were sought from presidents and chancellors of community colleges, technical institutes, and directors of area vocational schools. The focus was directed toward major urban areas with enrollments of 5,000 or more and mostly to institutions established approximately 20 years ago.

The survey instrument was carefully developed with the aid of experienced administrators of vocational education, as well as reputable scholars of continuing and vocational education. The initial response to the survey was 164 or 72.9 percent of a total of 225.

The investigation was, by and large, prompted by two main factors, namely: (1) the current issues confronting the administration of vocational education and (2) the current detabe regarding the perceived impace of vocational-technical training on the national economy in general and the structurally

unemployed in particular.

The analyses presented in Chapter IV are tentative; they are preliminary and inconclusive. They do, however, indicate or suggest that practicing administrators of vocational education have some degree of awareness of certain areas of needs. They also suggest that administrators are aware of some of the efforts that their institutions should make to broaden the scope of services to special sub-populations.

The following summary highlights seem appropriate:

1. There seems to be general concern among administrators regarding the need for added skills in the area of budget preparation and fiscal management.
2. Special counseling programs and special recruiting efforts are endorsed as efforts needed to reach and serve the undereducated and/or structurally unemployed.
3. There is apparently the need for special fiscal allocations to provide auxilliary services to the undereducated and/or structurally unemployed.
4. The overall responses suggest that administrators have, at least partially, endorsed the proposition that major universities should attempt to provide structured and relevant training at the graduate level in their attempt to provide core training for key administrators of vocational education programs

in major urban areas. This area will require further investigation before specific recommendation can be made regarding program development and delivery.

Crisis management in American higher education has almost become commonplace. It is by and large counterproductive.

During the past decade and a half the two-year college grew from a relatively insignificant segment of higher education to a major source of educational opportunity for millions of students. Many of these colleges have become large and complex institutions and are experiencing problems of internal rigidity, conflict, and a lack of coherent direction that have plagued many four-year colleges and universities.

In discussing national or regional influences on two-year colleges, Richardson, Blocker, and Bender (1972) raised the following questions:

1. What services should these colleges perform which will meet the general requirements of an educated citizenry?
2. Who will provide financial support and in what proportion of the total cost?
3. Should community colleges be agents of social change or should they confine themselves to the transmission of culture and the vocational preparation of students?
4. Who will determine the educational objectives of colleges and what will they be?

5. How much flexibility is necessary for higher education to respond effectively to changing social needs?
6. To whom will professionals be accountable for economy and effectiveness of educational programs?

Many students of vocational education have voiced the opinion that the dilemma confronting higher education in general and vocational education in particular is largely due to the growth of centralized bureaucracy at the state and national level. Signs of this dilemma, according to Richardson et al., are reflected in:

1. confusion as to national goals coupled with lack of clearly defined expectations
2. frequent changing and vascillating leadership at the national level
3. the late arrival of community colleges as a national priority

Notwithstanding, vocational education in urban America has to be clearly defined--in a highly complex and differentiated intercommunications matrix, influenced by ecological, biological, individual and social variables. The leadership for this task cannot be left to chance. The questions raised on the preceeding page must be addressed by administrators of vocational education.

With respect to training, it is generally accepted that business and industry are seeking individuals who are willing

to work. They want persons who already have the skills and technical knowledge to do the job or at least to enter as advanced learners. They can ill afford to place unskilled or untrained workers in charge of expensive equipment or intricate processes. Recent reports have all suggested that youngsters between the ages 16-22 who had vocational and technical education were not experiencing high rates of unemployment as was the case with those who had no skill.

This observation is not new but it does underscore the value of skill training as a vehicle for gaining employment in our technological society. Part of this investigation raises some very delicate problems for which there are no simple solutions. For example, efforts to serve the needs of the undereducated and structurally unemployed raise questions relative to program costs and institutional academic standards. To take the latter: Where should a postsecondary institution of less than baccalaureate offerings draw the line in its attempt to meet the basic training needs of adults who were inadequately prepared at the secondary level? How much time and money can be realistically expended on efforts to improve motivation or develop appreciation of career choices? Perhaps Cross (1974) has been helpful in bringing to the forefront the context in which some of these critical questions should be examined. She observed that "New students are just beginning to present challenges to postsecondary education and to the

broader society".[22] Cross added that there is at least some data available on the outcomes of education and on the lack of education. On this subject she raised the following questions:

1. To what extent is limited education a handicap in the American society?
2. How well have broad educational experiences prepared people to cope with the demands of society in this century?
3. Can people escape poverty through the educational route?
4. To what extent is future career status dependent on education?

Research has clearly indicated that questions like those above cannot be discussed on the basis of assumption, or generalization. By the same token there is substantial evidence to the effect that:

1. Postsecondary education trainees earn more than secondary trainees.
2. Postsecondary education contributed to a greater satisfaction from work--a distinct correlation between educational attainment and job satisfaction.

Calhoun and Finch (1976) quoted Shoemaker as observing that most present and future jobs will require formal training

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22. Cross, Patricia K., Beyond the Open Door. (San Francisco: Jossey-Bass Inc. Publishers, 1974), pp. 71-72.

and that the major task confronting decision makers is that between increased welfare and expanded work preparation programs. Shoemaker took note of America's unwillingness to expend funds for meaningful academic remedial and job preparation programs for adults and suggested as the only alternative a complete expansion and reformation of our public educational system to solve our economic and social problems. In this regard he called for an expanded and improved system of vocational education and career guidance as a major component for restructuring. Many students of vocational education may be inclined to take issue with Shoemaker's sweeping charge and his call for substantial program restructuring. Constructive criticism and debate should not, however, obfuscate the need to examine the nation's vocational education delivery system.

During the past decade and a half, planning at the local level has shifted from expanding skill development for specific occupations to greater emphasis on (1) manpower needs and job opportunities, (2) the educational and economic needs of the clientele to be served, (3) the economic characteristics of the prime target area, (4) the cost of special programs for certain target populations, (5) the elimination of sex bias and sex role stereotyping and several others. Maliniski made an appropriate summary in observing that: "Recent actions by Congress and State Legislators, in enacting much legislation

concerned with providing employment and job skills to people has spotlighted the strengths and weaknesses of vocational and technical education planning. As people demand increased programming in vocational and technical education, these same demands also contain the charge to provide these programs efficiently and effectively."[23] The challenge to administrators of vocational education cannot be minimized.

Contemporary demands suggest four key ingredients (roles) for effective and efficient management and administration of vocational education. Conceptually, there are (1) capable administration; (2) effective educational leadership (3) good public relations and (4) managerial/technical skills coupled with recognized scholarship. Recognition of the need for these skills and efforts to meet ongoing need is a significant developmental task for our leading training institutions.

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23. Maliniski, J. F. "Planning Techniques for Local Program of Vocational Education." Information Series No. 36, VT 614964. (Washington, DC: U.S. Government Printing Office, 1972), p. 13.

APPENDIX A

UNEDITED COMMENTS BY RESPONDENTS

I find this survey to be very interesting because in my opinion all of the items listed should rank high in priority to the person in the leadership role at a community or technical college.

Additional emphasis should be placed on the real political world and how state and federal legislators function, and on the accomplishment of established goals and objectives through the art of politics. Greater emphasis should be placed on image building through public and community relations. Some training should be offered on the internal organization and how to manage for results.

I think this suggested training program for the administration of community and technical colleges is long overdue.

Everything you list is important.

The chief administration must be able to interpret the forces outside the school to the staff in a manner that staff understands--ability to "read" the socio-political climate correctly is the key to survival. A bit of legal education would be most helpful.

To a large extent the labor forces in industry still perform mostly hand skills. Look around the shops and watch what is going on. We are fooling ourselves if we believe the large masses of workers need much in the way of advanced math or science. The AVA correctly assessed the working situation in 1959 when they declared that only 5% of the nation's jobs required math beyond the high school freshman level. The obsolescense people of the '60's would have us completely out of skill training because they believed that machines would somehow change overnight or be replaced by something not yet designed. This, likewise, has not happened. However, the vocational leaders have too frequently changed directions based upon false information much to the detriment of our trained working force. We must teach skills or we soon won't have skilled people left.

Since each local situation tends to be unique and since no university course can really anticipate the particular problems the administrator will face when he arrives on the scene, stress should be on general theory with examples of interesting local applications.

An administrator must deal daily with people trained in other disciplines such as business administration, accounting, law, data processing, and public relations, for example. The administrator's university courses in such topics should be taught by members of the appropriate university department, not solely by a higher education department.

More training in personnel practices, accounting, and communication skills would be helpful. Also well-structured classes in theory of organization and group dynamics are needed.

Present and future trends suggest that with technological advances:

1. Workers will be changing jobs more often.
2. Retired workers will have more leisure time.
3. Upgrading of skills will become necessary.
4. Retraining of worker within easy reach of home, at reasonable cost to them.

A vocational institution can provide all these services to people at a reasonable price.

There are still regional and state differences among urban community colleges which will, and, I expect, have influenced some responses. In addition, some attention should be paid to: (1) the throughprocess of providing secondary-post-secondary services; and (2) the process of job placement. Some emphasis on program delivery, such as cooperative education, etc. is also needed.

Virtually everything above is "applepie and motherhood" type. Hard to say "low priority". Key to getting resources and doing the job is a clear understanding of

--policy development to implementation
--communication
--board/president/staff relationships
--the political climate of an area and its use as a tool for institutional development

APPENDIX B

You have been identified as one eminently qualified to pass judgment on major issues confronting vocational education. It is in this regard that the enclosed material comes to you for your response.

This exercise is an attempt to develop a pilot study entitled "Suggested Crucial Training Areas with Implications for Administrative Performance in Community and Area Technical Colleges." The investigation is prompted by the view that graduate or inservice training for the management and administration of vocational education programs needs greater depth and structure, especially at the postsecondary level.

The purpose of the study is to call nationwide attention to the special managerial and administrative training needs of those who are charged with the administration of vocational education programs. The future will be increasingly challenging as we continue to look to vocational education to help maintain the nation's stock of knowledge and skill, keep the economy strong, and provide hope and opportunities for significant sections of the population, especially the structurally unemployed.

Twelve of your colleagues from three states have helped to compile the list. But any further deliberation must await your reaction. Kindly respond to the list in the manner suggested and return in self-addressed, post-paid envelope at the earliest possible time. I am aware of your bust schedule, but I would appreciate your early response.

Thank you kindly for your help in this very important matter. I should mention that you need not write your name--no names will be mentioned in the study and all information will be pooled and treated with the strictest confidence.

Cordially,

W. George Patten
Professor of Education

P.S. Please do not let my address in Ohio confuse you. I am on leave (in Ohio) from the University of Wisconsin-Whitewater for the current academic year.

WGP/ss

Survey Form

A PILOT STUDY: PRIORITIES IN ADMINISTRATIVE NEEDS AND PROGRAM SERVICES FOR COMMUNITY AND TECHNICAL COLLEGES

This form is divided into two sections. Section I consists of a list of curricular subjects that are perceived as related to preparation of aspiring administrators in graduate training at the university level. Further, individual subjects could be adapted for inservice training. Section II reflects the need for special efforts by community and technical colleges to serve the educationally disadvantaged in order to promote human resource development, and alleviate structural unemployment.

Neither list is all-inclusive or comprehensive in terms of the perceived tasks and needs. This approach was chosen as one of several that could be taken to more adequately prepare key administrators and to attempt to serve a broader-based clientele. The sections combined contain factors that are perceived as representing (1) certain management needs of key administrators of vocational education programs, and (2) innovative efforts that could conceivably enlarge the delivery capacity of vocational education offerings, especially to serve the educationally disadvantaged and structurally unemployed.

Reaction to the factors listed must of course be done with

an open mind, a sort of disinterestedness. The overriding questions to keep in mind are: Will the factors listed conceivably help to prepare more efficiently and/or effective administrators? Will community and area technical colleges conceivably attract and train more undereducated persons if they adopt the most critical area?

Section I.

Administrative Skills Preparation:

Section I lists possible elements of a curriculum for training administrators for leadership positions in urban community colleges. (For each potential curriculum element, indicate its relative importance by circling the most appropriate response.)

EXAMPLE	CIRCLE THE APPROPRIATE NUMBER				
	High Priority				Low Priority
Local Citizen Boards should be the chief policy-making body for community colleges	5	4	3	2	1

	High Priority				Low Priority
1. Urban/Community Education. Demographic Factors contributing to Urban Area Educational Problems.	5	4	3	2	1

2. Collective Bargaining and Labor Contract Negotiations Implications for Working Effectively with Unionized Faculty	5	4	3	2	1
3. Trends and Issues in Continuing and Vocational Education. Contemporary Factors Influencing the Delivery of Vocational Education.					
A. Philosophical					
B. Economic					
C. Technological	5	4	3	2	1
4. Principles of Career Education--Implications For:					
A. Career Guidance					
B. Career Development					
C. Self-Actualization	5	4	3	2	1
5. Fundamental Considerations of Budget Preparation and Fiscal Management--Implications for budget planning and fiscal control.	5	4	3	2	1

6. Economics--Basic Concepts.

A. Emphasis on the economics of human resource development.

B. Implications for training and employability. 5 4 3 2 1

7. The Vocational Education Enterprise.

A. Funding Sources

B. Governance 5 4 3 2 1

8. Intensive Field Experience Involving Special Community Projects. (e.g. community development project) 5 4 3 2 1

9. Industrial Psychology - Fundamental Considerations

A. Implications for promoting efficient working techniques.

B. Importance for efficient productivity.

C. The effects of fatigue on worker productivity. 5 4 3 2 1

Section II.

Innovative Programs, Designed to Reach Target Groups:

Section II lists possible program offerings and services that urban community colleges may provide as special efforts towards vocational education for the structurally unemployed. Please indicate the relative importance of each program and service by circling the most appropriate response.

	High Priority				Low Priority
10. Conduct ongoing, systematic recruiting in order to serve underprivileged ethnic groups.	5	4	3	2	1
11. Design and conduct career guidance counseling to help those students who are culturally and educationally disadvantaged.	5	4	3	2	1
12. Provide special auxiliary academic programs for educationally disadvantaged students.	5	4	3	2	1
13. Secure state and federal support to establish appropriate academic support and counseling programs.	5	4	3	2	1

Now we would like to ask you about your current position so

that we can compare the responses of individuals with different positions, for instance teacher educators and administrator.

Please Check the Respondent Group you Represent:

_____ Chancellor of Community College System.

_____ President of a Community College.

_____ Director of an Area Technical College.

_____ Vice President, Community or Technical College.

_____ Director of a Vocational Education--Community College.

_____ Professor of Continuing and Vocational Education.

_____ Director of Occupational Education.

_____ Dean, Occupational Education (a) Community College (b) Technical College (c) Technical Institute.

Please feel free to add any comments:

COMMENTS:

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